

DOCUMENT RESUME

ED C78 539

EA 005 196

TITLE Manual on Pupil Records. Revised.
INSTITUTION New York State Education Dept., Albany. Bureau of
Guidance.
PUB DATE Apr 65
NOTE 67p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Confidentiality; *Confidential Records; Court Cases;
Guidelines; *Personnel Policy; *School Community
Relationship; *Student Records; *Student Rights
IDENTIFIERS New York

ABSTRACT

This report deals in detail with the characteristics of a good school records system; and with the ways to design, maintain, and use such records. It includes discussions of (1) the legal aspects of record keeping; (2) the purposes of pupil records; (3) suggested pupil record areas and items; (4) types of pupil records; (5) school staff orientation to pupil records; (6) the gathering, entering, and interpreting of pupil record information; and (7) parent, pupil, and community orientation to pupil records. (Author/JF)

ED 078539

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Guidance
Albany, New York 12224
Reprinted 1973

EA 005 196

Manual on Pupil Records

U.S. DEPARTMENT OF HEALTH,
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FOREWORD

It is a well-established educational practice for schools to gather and use information concerning each pupil. Such information, relevant to the pupil's education, assists the school in providing the proper learning experiences for the individual pupil. It can be also very useful to the pupil and his parents in making wise choices and plans for his education and subsequent career.

Appropriate methods of gathering and recording the data are needed if the purposes and values of pupil records are to be achieved. The wise use and correct interpretation of this record information is of great importance in making decisions concerning the pupil's education. The whole process of record maintenance and use is a cooperative one involving the pupil, parents and school personnel, each of whom should understand and fulfill his particular responsibilities.

The State Education Department has long encouraged public schools to gather and use appropriate information about each pupil. More recently, being concerned with certain misunderstandings regarding the legal and regulatory bases of pupil records, Commissioner James E. Allen Jr. appointed an ad hoc Advisory Committee on Pupil Records. The purpose of this Committee (under the Chairmanship of Dr. John H. Fischer, Dean, and President-elect of Teachers College, Columbia University) was to study the administrative and technical problems confronting schools in relation to the use of pupil record information.

This Advisory Committee recommended the preparation by State Education Department staff members of a manual on pupil records. It further advised that such a publication might deal in detail with the characteristics of a good school records system and with the ways to design, maintain and use such records. The Committee suggested that the manual include discussions of the legal aspects of record keeping, procedures for the interpretation and communication of record information, and the responsibilities and rights of pupils, parents and school personnel with respect to pupil records.

Chapter two of this manual, Pupil Records and the Law, has been prepared by the Law Division of the State Education Department. The remaining materials have been prepared by the Division of Pupil Personnel Services. Numerous other Department units have contributed information and suggestions and have reviewed sections of the text related to areas of particular concern to them.

This manual is presented for use in the elementary and secondary schools of the State as a guide for the effective development, maintenance and use of pupil record information in the improvement of pupil learning and planning.

Walter Crewson
Associate Commissioner for
Elementary, Secondary and
Adult Education

Revised April 1965

Reprinted April 1973

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Chapter I

INTRODUCTION

The schools of New York State have long aimed at providing the best possible and most satisfying educational programs and opportunities for each pupil. To this end its schools gather and use comprehensive information concerning individual pupils. The more accurate and current picture the school has of a pupil, the better able it is to serve his best educational interests and to promote his highest educational accomplishments. In addition, the process of gathering information about pupils as individuals makes possible the compiling of data on groups of pupils. Such group information is necessary for curriculum study and school program planning.

Since a child and his educational needs are understood best through a careful study of interrelated physical, intellectual, personal, social and environmental factors, data gathered by the school are of necessity extensive and varied. Information comes from a variety of sources: parents, the pupil, administrators, teachers, and other school staff members. For some pupils the school may seek supplementary information from out-of-school sources.

The task of collecting, organizing and maintaining information about the pupil is an exacting and substantial one for any school district. To carry this out in an orderly and effective manner, a system of pupil records must be established to which data are transmitted which are accurate, reliable and useful in the educational planning and programming of pupils. The school district's program of pupil records management must include definite and adequate attention to obtaining necessary information, recording and filing the data, and formulating policies and procedures for security and use.

As used in this bulletin, the term "pupil records" means those records maintained by the school for each pupil for the use of professional members of the school staff. Such records describe the individual pupil in terms of the factors which affect him educationally and form the basis for decisions concerning his program and progress in school. Information from records also helps the pupil to grow in self-understanding and is useful to parents in assisting their child to make wise plans for education and career. Essentially, the pupil records represent instruments by which the school fulfills its commitment to the doctrines of individual differences and individual development.

The extent and exact nature of pupil records will vary with the resources and types of information available to a school, the school's programs of instruction and services, the competencies of its staff members, and the particular local needs of pupils. Not one, but many records are often involved which may be located in a classroom, a central records room or in various offices of the school. These records consist of pupil accounting, classroom, and pupil personnel records.

The bases for the collection and maintenance of certain information about pupils are found in the Education Law and the Regulations of the Commissioner of Education. Good educational practice supports the acquisition and use of these and other more extensive pupil data. Certain constitutional and statutory rights of individuals must be recognized in relation to pupil records content and usage.

The chapter of this bulletin which follows this introduction has been written by the Law Division of the New York State Education Department. In it are presented the legal and regulatory bases for pupil records and their use in the public schools of the State. The topics of confidentiality and privileged communication and the circumstances which constitute libel are discussed.

The other chapters of the bulletin have been prepared in the Division of Pupil Personnel Services. Department units concerned with instruction in the elementary and secondary schools have also been consulted. Consideration has been given to material presented in a report prepared by an ad hoc advisory committee on pupil records and to the communications received in recent months from many individuals and organizations.

The frame of reference for the bulletin as presented in this introduction is further established in the chapter devoted to the legal aspects of pupil records. The other chapters are presented as explanations and illustrations of pupil records theory and practice with the legal context in mind. They are intended to be helpful to school districts in their organization and use of pupil records within the framework presented in the first two chapters.

Chapter II

PUPIL RECORDS AND THE LAW

1. Introduction. Section 1 of the 14th Amendment to the Constitution of the United States reads as follows:

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction, the equal protection of the laws."

The pertinent part of the 5th Amendment reads as follows:

"No person shall be . . . deprived of life, liberty, or property, without due process of law. . . ."

Similar provisions are contained in Sections 6 and 11 of Article I of the New York State Constitution.

One of our fundamental tenets is that every citizen is entitled to his day in court when he feels himself aggrieved by the action, or failure to act, of any governmental agency, federal, state or local.

"Due process of law", when applied to judicial procedures, means a course of legal conduct consonant with rules and principles established in our system of jurisprudence for the protection and enforcement of private rights and requires notice before judgment and an opportunity to be heard and to defend one's self in an orderly proceeding adapted to the nature of the case and the right of appeal from, or review of, a decision regarded by the litigant as unjust.

In order for an aggrieved person to be able to have such an opportunity to defend himself, and in line with the requirements of due process and the equal protection of the laws, such a person must have free and complete access to whatever records a governmental agency, including a school district, is actually using in relation to the matter complained of.

2. What is a pupil record. As indicated in Chapter I, the term "pupil records" means those records maintained by any officer or employee of the school district for each pupil for the use of professional members of the school staff. It will readily be seen from the above introduction, that any record relating to a pupil which is actually used by the school district in any manner, becomes a pupil record within the meaning of this Chapter.

It is immaterial in this connection whether or not we are here dealing with a formal record, or a record made in pen or pencil by a school district officer or employee relating to a pupil. Likewise, it is immaterial whether or not the record has been made by an outside agency and transmitted by such agency to the

school district, as long as such record is added to the student's folder or record, or is otherwise used by the school district in connection with the educative process. Even though the outside agency may have specified that the records so transmitted are to be treated confidentially, as long as the school district actually uses the same, such a record becomes a pupil record within the meaning of this Chapter and subject to the rules set forth under "3." below. Likewise, if a teacher, counselor or other officer or employee of a school district makes certain notes by way of jottings or memoranda to himself and such material is placed in a pupil's folder or record, such notes or memoranda will also become pupil records subject to the same consideration. Where, on the other hand, a teacher, counselor, etc., makes certain preliminary notes from which he then transcribes or dictates the actual record, such preliminary notes would not become pupil records unless they are either retained or actually used.

3. Availability of pupil records.

a. Specific legal provisions: Education Law, Section 2116, reads as follows:

"Section 2116. District records, books, etc., are district property. The records, books and papers belonging or appertaining to the office of any officer of a school district are hereby declared to be the property of such district and shall be open for inspection by a qualified voter of the district at all reasonable hours, and any such voter may make copies thereof."

School officers are defined by subdivision 13 of Section 2 of the Education Law as including the district clerk, the collector, the treasurer, trustees and board members, the superintendent and attendance officers or supervisor of attendance. Hence all records kept by a school district of whatever nature or co., since they pertain to the function of one of the above, are public records.

There are, however, so-called qualified public records, i.e., public records which, in spite of the broad language of Section 2116, are not available to the general public. In this category, for instance, are records based on certain confidential relations between attorney and client (Civil Practice Act, Section 353); between a clergyman or any minister of any religion and his parishioner (Civil Practice Act 351); between husband and wife (Civil Practice Act, Section 349); between physicians, dentists and nurses and their patients (Civil Practice Act, Section 352); and between psychologists and their clients (Education Law, Section 7611). The list of such confidential records also includes the personal and scholastic records of pupils in school districts.

As indicated in the decision of the Commissioner of Education in Matter of Thibadeau (see "b." below), this privileged or confidential nature of the record excludes only third parties from the record, but does not exclude the parents.

b. The Thibadeau decision. A judicial decision was rendered by the Acting Commissioner of Education on September 20, 1960, on an appeal to the Commissioner under Education Law, section 310, which sets forth the basic rule in this field. A Board of Education, with one dissent, had adopted a resolution permitting all parents to inspect the records of their children including progress reports, subject grades, intelligent quotients, tests, achievement scores, medical records,

psychological and psychiatric reports, selective guidance notes and the evaluation of the students by educators, in short, all records in use by the district in relation to any student. The appeal was brought by the dissenting board member who had voted against this resolution.

The text of this decision (No. 6849) is set forth here in full:

"The appellant herein seeks an order to restrain the board of education from carrying out its directive that parents be permitted to inspect the records of their children which would include progress reports, subject grades, intelligence quotients, tests, achievement scores, medical records, psychological and psychiatric reports, selective guidance notes and the evaluations of students by educators.

The respondent has not filed an answer herein; therefore the material factual allegations must be deemed to be admitted.

Although certain records of the kind here involved are privileged and confidential (see Educ. Law Section 7611; Civil Practice Act, Section 352), such privilege merely prevents the disclosure of the communication or record to third parties, i.e., to persons other than the parent and other than the person making the record. The 'client' or 'patient' within the meaning of the provisions referred to is the child and, since the child is a minor, and cannot exercise full legal discretion, the parent or guardian of the child. The parent, as a matter of law, is entitled to such information. It should be noted, further, that the educational interests of the pupil can best be served only by full cooperation between the school and the parents, based on a complete understanding of all available information by the parent as well as the school.

It is, of course, to be understood that, at the time of the inspection of such records by the parent, appropriate personnel should be present where necessary to prevent any misinterpretation by the parent of the meaning of the record, since some of the records here in question may not be properly evaluated and understood by some parents. The resolution under review here contains provisions for such safeguarding procedure.

THE APPEAL IS DISMISSED."

c. Safeguards. As indicated in the Thibadeau decision, it would be improper for the school district to let the parents inspect such records without, at the same time, making available to them the professional advice of such person or persons as are familiar with the specific type of record to be inspected. For instance, when we are dealing with a psychiatric report, such report should be shown to the parent (if that is requested) and explained by the psychiatrist who made the record; if it is a psychological record, it should be explained by the psychologist who prepared the record. Various examination scores should be explained by the guidance counselor or other persons familiar with the nature, scope and meaning of the examination in question. Where the person who made the record, such as the psychiatrist or psychologist, is not available, the explanation should be made by a professional expert in the field in question, such as by another psychiatrist or another psychologist, etc.

Throughout this manual, wherever reference is made to interpretation of records, the same, if requested, must always include actual inspection of the record by the parent. Where such actual inspection is not requested, the interpreter will, of course, use his own judgment as to whether or not to offer actual inspection.

d. The Court decision. Shortly after the decision in Matter of Thibadeau was handed down by the Acting Commissioner of Education, a certain school district refused to allow a parent to inspect the records of his child and the parent thereupon brought a proceeding in Nassau County Supreme Court pursuant to Article 78 of the Civil Practice Act, seeking an order directing the respondent superintendent of schools to submit to him for inspection all of the school records of his son. Mr. Justice Brennan of the Nassau County Supreme Court rendered a very lengthy decision which delved deeply into the history and development of legal rights in this matter. The pertinent part of the decision was as follows:

"It needs no further citation of authority to recognize the obvious 'interest' which a parent has in the school records of his child. We are, therefore, constrained to hold as a matter of law that the parent is entitled to inspect the records. This is in accord with the common law right of a patient to inspect his own hospital records (Glazer v. Dept. of Hospitals, 2 Misc. 2d 207), of a client to be given open and frank information by his attorney as to the state of his business (Matter of Clay 256 App. Div. 528), and to be given his attorney's file upon posting proper security for the retaining lien (Leviten v. Sandbank, 291 N.Y. 352), of a stockholder to inspect the records of his corporation (Matter of Steinway, 159 N.Y. 250), and, indeed, of a member of a board of education to inspect records compiled by the superintendent of his own school district (King v. Ambellan, 12 Misc. 2d 333). Moreover, it accords with the policy of the Commissioner of Education of the State of New York as expressed in the Thibadeau ruling and as assumed in his regulation establishing the records as confidential except 'with the consent of the parent'.... the court holds here that a parent is entitled to inspect the records of his child maintained by the school authorities as required by law." (Van Allen v. McCleary, 27 Misc. 2d 81).

4. Pupil records and the law of libel and slander. In establishing a record, those persons charged with the responsibility therefor must, of course, at all times consider most carefully whether or not the record has any direct relation to the educative process and whether or not the information recorded is factually accurate. In addition, a distinction must, of course, be made between matters reported to the recorder and those matters of which the recorder has personal knowledge.

In connection with the possibility of libel suits, Counsel rendered a formal legal opinion to the Commissioner of Education on November 17, 1960. This opinion is set forth here in full.

"The basic consideration in this area is that educators have a grave professional and moral responsibility not to needlessly defame and injure the reputation of others, be they pupils or their parents.

Section 37-a of the General Construction Law provides that the term 'personal injury' includes libel and slander, along with assault, battery, false imprisonment, malicious prosecution or other actionable injury to a person.

There are two categories of libel; the first being known as criminal libel is governed by the provisions of the Penal Law and the Code of Criminal Procedure, involving fines as well as imprisonment in case of conviction.

The other kind is a civil tort actionable through civil suits for damages.

1. Criminal Libel

Section 8 of Article I of the State Constitution reads as follows:

'Section 8. Every citizen may freely speak, write and publish his sentiments on all subjects, being responsible for the abuse of that right; and no law shall be passed to restrain or abridge the liberty of speech or of the press. In all criminal prosecutions or indictments for libels, the truth may be given in evidence to the jury; and if it shall appear to the jury that the matter charged as libelous is true, and was published with good motives and for justifiable ends, the party shall be acquitted; and the jury shall have the right to determine the law and the fact.'

Section 1340 of the Penal Law defines libel as a malicious publication, by writing, printing, picture, effigy, sign or otherwise than by mere speech, which exposes any living person or the memory of any person deceased to hatred, contempt, ridicule or obloquy, or which causes or tends to cause any person to be shunned or avoided, or which has a tendency to injure any person, corporation or association of persons in his or their business or occupation.

The first paragraph of Section 1342 of the Penal Law provides that a publication having the tendency or effect mentioned in Section 1340 is to be deemed malicious, unless justification or excuse therefor is shown.

Penal Law, Section 1343 defines the publication of a libel as follows:

'To sustain a charge of publishing a libel, it is not necessary that the matter complained of should have been seen by another. It is enough that the defendant knowingly displayed it, or parted with its immediate custody, under circumstances which exposed it to be seen or understood by another person than himself.'

However, Penal Law, Section 1342, reads in pertinent part as follows:

'The publication (of a libel) is justified when the matter charged as libelous is true, and was published with good motives and for justifiable ends.'

(Emphasis supplied)

Consequently, it is my opinion that a carefully worded professional opinion, rendered in line of duty by a physician, psychiatrist, psychologist, guidance counselor, principal or teacher, does not constitute criminal libel, if it is reasonably related to the educative process and if it accurately reflects true facts.

2. Civil Libel

As indicated above, under the General Construction Law, libel is a type of personal injury for which action may be brought in damages.

The rule stated in Mencher v. Chesley, 297 N.Y. 94, 100, that 'A writing is defamatory--that is, actionable without allegation or proof of special damage -- if it tends to expose a person to hatred, contempt or aversion, or to induce an evil or unsavory opinion of him in the minds of a substantial number of the community, even though it may impute no moral turpitude to him', has been reaffirmed by the Court of Appeals in Nichols v. Item Publishers, 309 N.Y., 596.

Another well-established definition of libel is found in Sydney v. Macfadden Newspaper Publishing Corporation, 242 N.Y. 208:

'Any written or printed article is libelous or actionable without alleging special damages if it tends to expose the plaintiff to public contempt, ridicule, aversion or disgrace, or induce an evil opinion of him in the minds of right-thinking persons, and to deprive him of their friendly intercourse in society.'

Under the applicable common law rules, certain communications are 'absolutely privileged', such as statements made by Judges in connection with judicial proceedings, or by legislators during legislative sessions. In cases of absolute privilege the truth of the statement becomes immaterial as does the question of good faith on the part of the person making the statement. In my opinion it is extremely doubtful that the communications here under consideration fall into this category.

They do, however, fall into the category of 'qualified privilege,' sometimes also referred to as 'conditional privilege.'

The qualified privilege attaches to communications which are necessary in line of duty and which are made in furtherance of, and for the protection of, a legitimate interest in which society has a stake, such as here, the promotion of the best educational results for the pupil about whom the report or record is made.

'This privilege attaches when the statement is made by a defendant who has an interest or a duty in connection with the matter involved in the inquiry.' (Loewinthan v. LaVine, 270 App. Div. 512.)

The communication must, of course, be made to a person having a corresponding interest or duty (Byam v. Collins, 111 N.Y. 143, 150).

In order to succeed in a civil action for damages based on libel, the

plaintiff would need to prove malice.

'Malice, however, does not mean alone personal ill-will. It may also mean such a wanton and reckless disregard of the rights of another as is ill-will's equivalent. This means more than mere negligence or want of sound judgment. (Hasketh v. Brindle, 4 Times L. R. 199.) It means more than hasty or mistaken action. (Hemmens v. Nelson, 138 N. Y. 517.) If the defendant made the statements in good faith, believing them to be true, he will be protected, even if a man of wider reasoning powers of greater skill in sifting evidence would have hesitated. (Clark v. Molyneux, 3 Q.B. Div. 237) So if he fairly and in good faith relies on hearsay (Lister v. Perryman, L.R. 4 H.L. 538), which often may reasonably induce action or belief. If, however, the defendant knows the statement he makes is false, we need go no further. Again rumor may be so tenuous that the trier of fact might well decide that the statement of the defendant as to his belief in it and as to his good faith is discredited. Especially so if he reports it not as a rumor but as a statement of fact for which he vouches. 'Mere reckless statements, or statements based on nothing in the way of information, are not protected.' (Joseph v. Baars, 142 Wis. 390) Nor are statements made 'with knowledge that they were untrue or without caring whether they are true or false (Clark v. Molyneux, 3 Q.B. Div. 237); or if one state 'as true what he did not know to be true, recklessly, not taking the trouble to ascertain whether it was true or not and did this by reason of his objection' to certain places of amusement. (Royal Aquarium v. Parkinson, (1892) 1 Q.B. 431, 455.)' (Pecue v. West, 233 N. Y. 316)

In Forsythe v. Durham, 270 N.Y. 141, the Court of Appeals stated,
Per Curiam:

'In this action for slander defendant is principal of a high school and plaintiff was a student therein. Defendant's duty required him to communicate to the Board of Education the fact that rumors concerning plaintiff were circulated among the students and teachers. In so acting he was protected by a qualified privilege and is free from liability unless his conduct resulted from malice. That there was no actual malice is conceded. There is no evidence that defendant acted with a wanton and reckless disregard of plaintiff's rights or otherwise than in good faith.'

It is, therefore, my opinion that a carefully worded professional opinion rendered in line of duty by a physician, psychiatrist, psychologist, guidance counselor, principal or teacher, which is reasonably related to the educative process, made in good faith and with diligent regard for the rights of the person or persons involved, is protected by a qualified privilege against civil actions for damages based on libel.

Consequently, it would seem to me that such a lawsuit based on such a professional opinion against such persons would not be successful."

5. Regulations. There are no specific Regulations of the Commissioner of Education covering the various subjects discussed in this Chapter, except

as follows:

a. Section 156 of the Regulations subdivision 2, paragraph b, makes it the duty of school boards:

"b. To maintain for each child cumulative records covering the essential features of the health and physical education program and, when a pupil transfers to another school, to provide such school with a certified transcript thereof."

b. Section 159-a, l.c., subdivision 4, paragraph b., makes it the duty of school boards:

"b. To maintain for each child cumulative records covering the essential features of the health service program."

c. Section 159-b, l.c., subdivision 1, paragraphs c, d and f, require school boards:

"c. To require that the results of the health examinations (the dental inspection and/or screening, hearing and vision screening) shall be recorded on approved forms which shall be kept on file in the school."

"d. To require the physician making the examination to sign the health record card and make approved recommendations."

"f. To keep the health records of individual children confidential except as such records may be necessary for the use of approved school personnel and, with the consent of the parents or guardians, for the use of appropriate health personnel of cooperating agencies."

This is the Regulation to which Mr. Justice Brennan referred in his decision in the Van Allen Case - supra, "4".

d. Section 176, l.c., subdivision 4, paragraph a, item (3), relates to industrial arts courses for high school.

Required school facilities include:

"(3) Class records. Records must be kept which will show definitely: (a) achievement of the individual in terms of operations or processes or jobs; (b) progress of the class in related work; (c) projects constructed; (d) outside preparation; (e) class attendance. Such records must be available for inspection for a period of one year."

6. Transfer of Pupil Records

The transfer of pupil records to other school districts, institutions of higher education, places of prospective employment or to any other agencies or individuals is governed by the responsibility of the officers of the school district under section 65-b of the Public Officers Law and sections 114 and 115 of the Regulations of the Commissioner of Education which describe the conditions for the disposition of records. In the Department, approval of requests for the disposition of records is the responsibility of the Division of Archives and History. The Division's Local Records Disposition Request List No. 130-S-9 sets forth the period of time that certain school district records must be retained. For example, the register of attendance must be retained for "50 years after the class concerned was graduated from high school." A similar interval applies for the individual pupil cumulative academic examination record card. However, the pupil personnel inventory folder (guidance folder), exclusive of the academic record card, may be considered for disposal 10 years after the date of last entry or graduation.

To satisfy these legal requirements, therefore, original pupil records of any kind may not be transferred from the jurisdiction of the school district which first prepared them. When a child transfers to another school, information in the form of a transcript or photographic copies must be sent to the receiving school. The information that is forwarded to a new school should include everything that was actually used; i.e., contained in the file of the student.

In keeping with the earlier paragraphs of this Chapter, transfer of pupil information must not be made without the consent, expressed or implied, of the pupil's parents. Parental consent may reasonably be implied where the student transfers to another school; where he has applied for admission to another school; where he has applied for admission to an institution of higher learning; or where he has made application for employment.

The term of the pupil's enrollment in the schools of the district has no bearing upon the restriction against forwarding original records. Even for pupils who attend only the district's kindergarten classes, the district must retain the original pupil records and forward only pupil information extracted from the original record or facsimiles of the original record.

Chapter III

PURPOSES OF PUPIL RECORDS

The effective development, maintenance and use of pupil records depend on the local school's ability and determination to identify and define purposes which have appropriate and significant implications for the education of the pupil. These purposes are accomplished best when readily accepted and fully understood by all school staff members, and by pupils and parents.

In this chapter, five general purposes of pupil records are presented. These are (1) pupil identification and accounting; (2) teacher understanding of the pupil and instructional improvement; (3) pupil self-understanding and planning; (4) parent understanding of and assistance to the pupil; and (5) staff study and interpretation of data on pupil groups. For each of the five general categories, illustrations of more detailed purposes are provided.

I. Pupil Identification and Accounting

- A. The school district performs an important function for itself and the pupil in collecting and maintaining certain vital information about each pupil.
- B. School census procedures are used to identify children and obtain data of importance in school district planning for facilities, programs and services.
- C. Information concerning children with handicaps is used as the basis for planning for and providing the special educational programs which may be needed by some of these children.
- D. The school district maintains information which indicates the enrollment or exemption of each school-age child and the attendance record of each public school child.
- E. Information is maintained to outline the school history and progress of each child.
- F. Identification and school progress data are used by the school in the preparation of transfer and transcript materials.

II. Teacher Understanding of the Pupil and Instructional Improvement

- A. Pupil records help the teacher become acquainted with many of the individual characteristics of each pupil which affect his approach to learning.
- B. Record information maintained for a pupil over a number of years gives each teacher an indication of the pupil's growth and development through education toward physical, intellectual, personal and social maturity.
- C. The study of pupil records helps the teacher in many ways, among

them, to

1. identify high abilities which need to be challenged,
2. determine particular interests to be encouraged,
3. recognize pupils in need of continued motivation,
4. establish the need for remedial attention,
5. plan adaptations of instruction for atypical pupils,
6. identify children with educational problems warranting referral.

D. Information about pupils is needed by teachers,

1. in selecting instructional methods and materials,
2. when participating in the choice of tests and other evaluative methods,
3. in making necessary classroom arrangements and program adjustments for pupils with special problems as reported by pupil personnel services staff members,
4. in reporting pupil progress,
5. in advising pupils on study habits, participation in extra-class activities, continuation of further study in a subject area, and modification of behavior,
6. when discussing pupil adjustment and progress with parents and other school staff members.

E. For further information about pupils or for help with problems affecting their learning and progress in school or related to their planning, the teacher may seek the assistance of the administrator, attendance teacher, school social worker, school health personnel, counselor, school psychologist, or other staff members. These staff members need pupil record information as they study the pupil, add information about him, assist the pupil, make appropriate suggestions to the teacher, have discussions with parents, and suggest other sources of assistance to facilitate the pupil's progress in school and his wise planning.

F. Up-to-date information on pupil achievement and development should be related to other pupil record information as the teacher evaluates the effectiveness of her instruction and assistance to each pupil.

III. Pupil Self-Understanding and Planning

- A. Records of current accomplishments help the pupil to know how well he is succeeding in relation to teacher and school standards and expectations.
- B. Record information may be interpreted to the pupil to give him an understanding of his abilities, aptitudes and achievements in relation to such characteristics of his peer group.
- C. Information in his records assists the pupil to learn how well his achievements match his capabilities.
- D. Pupil records kept over a period of time can be interpreted to the

pupil to help him understand his physical, intellectual, personal and social development.

- E. Current and previous record information can be useful to the pupil as he makes choices and plans for continuing his education.
- F. Information on progress in school helps the pupil in making decisions or adjustments in such areas as study time and habits, extra-class participation, outside employment, need for extra help, and summer school attendance.
- G. Interpretations and discussions with the pupil of a variety of information continuously collected can help him relate his characteristics to those of occupational opportunities and establish wise career goals.
- H. School record information is useful to the pupil as he applies for further education and employment, or enters the armed services.

IV. Parent Understanding of and Assistance to the Pupil

- A. Information about a child's current progress helps to keep the parent informed as to the success of the child in meeting school expectations.
- B. Information interpreted to parents helps them to understand their child's accomplishments in relation to his potentialities.
- C. Periodic interpretations and discussions of pupil record information with parents help them understand the child's physical, intellectual, personal and social development through education.
- D. Information from pupil records concerning a child's strengths, special talents, interests and aspirations help the parent to encourage the pupil's optimum educational development.
- E. Information furnished and interpreted to parents concerning a child's physical defects, learning disabilities or behavior is a basis for parent understanding and cooperation in the application of adjustment and remedial instruction and services.
- F. Interpretations and discussions of pupil record information with parents provide additional bases for their assistance in helping the child make wise educational and career plans.
- G. Record information discussed with parents assists them in evaluating their child's home study time and facilities, out-of-school activities and experiences, or need for additional instruction.
- H. Record information discussed with parents assists them in making decisions in support of their child's continuation in secondary school or in higher education.

V. Staff Study and Interpretation of Data on Groups of Pupils

- A. Items of pupil information, when compiled for classes or groups, help teachers become acquainted with the learning and achievement characteristics and instructional needs of a particular class or group.
- B. Data on groups of pupils are needed for curriculum and program planning, development of courses of study and determination of emphases within courses.
- C. Information on groups of pupils makes it possible for teachers and other staff members to review the characteristics or accomplishments of a group in relation to similar groups.
- D. In the efforts of a school to evaluate the effectiveness of its program, a variety of information regarding pupils' progress and achievements is necessary.
- E. Interpretation of information compiled on classes or groups is a means of keeping the community informed about the work and effectiveness of the school.

Chapter IV

IMPORTANT PUPIL RECORD CONSIDERATIONS

In addition to the need for identification and definition of the purposes of pupil records, other factors should be considered by a school district in initiating or improving the records program. Variations in pupil records are desirable and expected because of differences in staffs, programs and pupil populations. There are certain criteria, however, which should be used as guides in developing or evaluating the program. These may be grouped, as below, under the general headings of usefulness, objectivity, continuity and manageability.

Usefulness. A primary consideration in connection with pupil record information is its usefulness. Information should be tested for its usefulness in relation to the purposes of the data in education. Other considerations pertaining to usefulness involve the competence of the school staff in recording, understanding, interpreting and using information.

Questions to ask in respect to usefulness are:

1. Is the information necessary for identification or pupil accounting?
2. Does the area or item properly contribute to a better understanding of the individual pupil by school staff, parents or the pupil himself?
3. Are the data necessary to make, or to help the pupil make, wise decisions concerning his educational program, progress or planning?
4. Is the information essential in the prevention, amelioration or remediation of pupil problem situations?
5. Does the area or item represent information that is needed for identification of or decisions concerning groups of pupils?
6. Is the information needed in the preparation of reports to parents, for transfer of pupils or for appropriate transcripts?
7. Are the data needed by the school system as part of the information used to study the effectiveness of its programs and services?

Objectivity. If pupil record information is to be most useful, it should, insofar as possible, be objective in nature. Factors which enhance the objectivity of data are encompassed in the following questions:

1. Is the information obtained from the most reliable, primary and authoritative sources?
2. Are record entries made with an emphasis on specificity and with meticulous care?
3. In using standardized group test, or other test data, is the user aware that such information is subject to error of measurement?
4. Are the records free of speculation, labeling and irrelevant information?

5. Is the information presented in such a way that it may be interpreted by a reader within the same context used when it was collected and recorded?

6. Are anecdotal and summary descriptions written so that observations and statements of facts are clearly distinguished from interpretations?

7. Is supporting evidence supplied, in the degree permitted by the circumstances, in recording observations or ratings of pupil traits?

8. Is recorded information free of jargon and written in language understandable by the reader for whom it is intended?

Continuity. One of the distinct values of certain pupil records, as maintained throughout the school years, is the longitudinal view afforded of pupil growth and development through education. In order to assure continuity, the school district should appraise pupil record information by a number of questions:

1. Is there a basic set of records used throughout the school district?

2. Are pupil records of a cumulative nature planned with progression from one grade level to another in mind?

3. Do appropriate records move with the pupil from grade to grade and from school to school?

4. Does the form of pupil records of a cumulative nature facilitate the longitudinal as well as the cross-sectional examination of data items?

5. Is adequate attention given to keeping information up-to-date?

6. Are the procedures followed in recording information on a record item or area consistent over the years?

Manageability. Data should be gathered on records which are comprehensive without becoming elaborate or bulky. The program of pupil records management should be planned to enhance understanding and encourage proper use of information. Other more specific tests of manageability are also needed:

1. Are there definite assignments of personnel responsibilities in the school system and in separate schools for the maintenance of pupil records?

2. Is the information for pupil records readily obtainable through well-defined procedures?

3. Are record forms designed to facilitate ease of recording and interpreting?

4. Can the information be recorded with the greatest possible economy of time and space within the limits set by the need for understanding and usefulness?

5. Are record codes and symbols clearly defined?

6. Are the records which are available for the general use of school staff members so located as to encourage and facilitate such use?

7. Where record information needs interpretation by specific staff members, are facilities readily available to insure private and uninterrupted conferences?

8. Is security as well as accessibility considered in providing for the location, housing and use of pupil records?

9. Are adequate clerical services and mechanical methods available for recording information and preparing necessary reports, summaries and transcripts?

10. Is provision made for securing the necessary parental permission for transmitting pupil record information to employers, educational institutions or other out-of-school agencies?

11. Is there an up-to-date manual describing the purposes, content, forms, methods of recording and uses of pupil records in the school district?

12. Are there continuing programs of in-service education for school staff members and of orientation for pupils and parents in the area of pupil records?

These criteria represent some of the considerations to which the school system should give careful attention in planning and developing a pupil records program or in improving one which exists. How well these criteria are met will depend in large measure on the training of school staff members in the preparation and use of pupil records. Throughout the process of collecting, maintaining and using pupil records, the exercise of discretion and good judgment is of vital importance.

Chapter V

SUGGESTED PUPIL RECORD AREAS AND ITEMS

As a result of a review of existing pupil records, used locally or adopted by states, and study of recommendations in the literature, eleven areas with pertinent items are suggested for inclusion in the pupil record. In selecting the areas and items to be included in the pupil record, a school system should be guided by the previously cited criteria, significance of the data for its particular situation, resources for collecting and recording information, and staff competencies.

Each of the eleven areas is described in terms of (a) its importance, (b) basic informational items, determined from most frequent appearance in examined records and recommendations and thus deserving serious consideration for inclusion in the record, and (c) optional informational items, representing those appearing less frequently and included only if warranted by the local situation. An asterisk preceding the item indicates that instructions for recording it are given in Chapter VIII.

Area 1 - Personal Identification Data

Importance: (a) to provide certain vital information constantly needed by school personnel to identify a pupil;

(b) to supply basic information used for legal verification;

(c) to permit immediate in-school and out-of-school location of the pupil and his parents or guardian.

Basic Items: (a) * Name of pupil

(b) * Date of birth

(c) * Evidence of birthday

(d) * Place of birth

(e) Sex

(f) * Residence of pupil

(g) * Telephone number

(h) Month, day and year of school entrance

Optional Items: (a) Name and address of school

(b) Home room number and teacher

(c) School year

(d) * Mode of transportation to school

(e) Social security number

(f) Name of counselor

Area 2 - Family Information

Importance: (a) to know the family and home environment in order that the school and the home may work cooperatively and harmoniously in providing the best educational program and opportunities for the pupil;

(b) to understand the pupil's school reactional patterns, study habits, achievement, behavior, attitudes and adjustment in the

light of his family relationships and home atmosphere;

(c) to keep informed of changes in the home life of the pupil which may affect him educationally, e.g., mother's entry into employment, death of a parent, changes in the number of siblings.

Basic Items:

- (a) * Name of father
- (b) * Name of mother
- (c) * Name of guardian(s)
- (d) * Occupations and employers of parents or guardians
- (e) * Siblings
- (f) * Additions to or changes in family data

Optional Items:

- (a) Address(es) of parents or guardians
- (b) Highest grade completed by siblings
- (c) Occupations of siblings, if working
- (d) Bilinguality of pupil
- (e) Highest school grade completed by parents or guardians

Area 3 - School Attendance

Importance:

- (a) to insure protection of the right of children to receive an education and to prevent exploitation of children by employers, parents or others;
- (b) to meet legal responsibility of the teacher for recording the attendance, including tardinesses, of pupils enrolled in his or her class;
- (c) to assist the school, pupil and parents in the identification and elimination of causes of poor attendance and tardiness and in the development of desirable attitudes toward regular attendance;
- (d) to insure proper procedures in the exemption of a child from school attendance because of physical disability, severe mental retardation or mental or emotional disorder and to arrange special educational provisions for the child, if necessary.

Basic Items:

- (a) * Daily record of attendance
- (b) Daily record of tardiness
- (c) Daily record of excused absence
- (d) Explanation of each absence, tardiness and excused absence
- (e) Weekly, period and total attendance of pupil, including tardiness
- (f) * Action taken on illegal absence
- (g) * Exemption from instruction

Optional Items:

None

Area 4 - Health and Physical Growth

Importance:

- (a) to determine the past and present status of the health and physical growth of the child;

- (b) to provide information for parents, pupil and teachers about the condition of the pupil's health and procedures for prevention and correction of defects and diseases;
- (c) to help in review of the health and safety aspects of the school plant and the hygiene of instruction;
- (d) to help judge the appropriateness of present and future educational programs, progress and plans and vocational aspirations of the pupil in terms of physical capabilities and weaknesses;
- (e) to insure satisfactory student health before participation in strenuous physical activity and employment;
- (f) to determine pupil physical fitness in such areas as posture, accuracy, strength, agility, speed, balance and endurance and to make as a result any necessary special adaptations of the physical education program;
- (g) to determine pupil status and progress in the various motor skills involved in such areas as games, self testing activities, body mechanics, rhythms and dances, and swimming and water safety.

Basic Items:

- (a) Name of family physician and telephone
- (b) Health history of pupil
- (c) Preventative measures and tests
- (d) Results of and recommendations from:
 - (1) Medical examinations
 - (2) Dental health examinations
 - (3) Vision tests
 - (4) Hearing tests
- (e) Significant temporary and permanent health factors
- (f) Notes of school health service personnel
- (g) In-school and out-of-school referrals
- (h) Results of follow-up health conferences
- (i) Results of physical fitness tests and recommendations

Optional Items:

- (a) Teacher's comments on pupil health

Area 5 - Academic Record

Importance:

- (a) to outline the pupil's academic progress;
- (b) to indicate a pupil's past and present educational program, experiences, skills, successes and difficulties;
- (c) to provide insight into a pupil's academic interests, attitudes and study habits;
- (d) to help predict future achievement and educational success, including feasibility and appropriate type of post-high school education;

(e) to help the pupil make realistic and satisfying in-school and future educational plans and vocational choices;

(f) to determine the knowledge of rules, regulations, techniques, strategies, and history of physical activities.

Basic Items: (a) Subjects and teachers' and Regents' marks for semester and year
(b) Units by subject and cumulative by school year
(c) Summer school credits
(d) Subjects and grades failed and subjects dropped
(e) Secondary school subject sequences
(f) Rank and number in graduating class
(g) Type of diploma and date of graduation
(h) * Special educational services provided

Optional Items: (a) Number of weeks, periods per week, and period length of each subject
(b) Reasons for course and subject changes
(c) Explanation of marking system
(d) Record of remedial or special instruction

Area 6 - Standardized Test Results

Importance: (a) to express quantitatively characteristics of pupil abilities, achievements, aptitudes and interests;

(b) to compare classroom achievement with the results of standardized tests of achievement and scholastic aptitude;

(c) to compare a pupil with others in a specified and appropriate group;

(d) to provide information to pupils and parents to permit planning for and achievement of educational and vocational goals by pupils in accordance with their potential;

(e) to identify individual pupil or groups of pupils with special characteristics, such as gifted children, slow learners, under-achievers and those needing remedial teaching;

(f) to adapt instruction to group needs and level of ability;

(g) to place pupils in an appropriate school class or group;

(h) to gain insight into the effectiveness of instruction and curriculum planning;

(i) to determine general intellectual capacity of the pupil to do school work;

(j) to help predict future pupil performance with certain types of school work and in specialized fields.

Basic Items:

(where appropriate in terms of the test used)

- (a) Name of standardized test
- (b) Form of test
- (c) Level of test
- (d) Month, day and year of test administration
- (e) Chronological age of pupil (at time of test administration)
- (f) * Converted test score
- (g) Necessary description of norm group(s)
- (h) Test results from other sources
- (i) Remarks

Optional Items:

- (a) Initials of test administrator, scorer and/or recorder
- (b) Test raw score

Area 7 - Personal-Social Characteristics

Importance:

- (a) to assist the child in his transition from home to school;
- (b) to gain knowledge of certain personal-social characteristics of the pupil important to his educational planning and progress;
- (c) to learn possible causes for pupil problems and difficulties;
- (d) to provide one basis for deciding upon and obtaining assistance needed for a pupil through referral.

Basic Items:

- (a) * Parental report(s) of pupil characteristics
- (b) * Composite rating of pupil traits

Optional Items:

- (a) * Single teacher statement of pupil characteristics
- (b) Pupil self-ratings

Area 8 - Accomplishments, Honors and Awards

Importance:

- (a) to assist in the determination of pupil abilities, talents and interests;
- (b) to indicate pupil characteristics, including leadership and citizenship;
- (c) to provide leads to educational and vocational possibilities;
- (d) to summarize information frequently needed for recommendations to higher educational institutions and employers.

Basic Items:

- (a) * Accomplishments
- (b) * Honors
- (c) * Awards

Optional Items:

None

Area 9 - In-School and Out-of-School Activities

- Importance:
- (a) to indicate present and potential recreational and avocational activities of the pupil;
 - (b) to provide clues to pupil characteristics, interests and abilities;
 - (c) to assist the pupil in future vocational choices;
 - (d) to find useful ways to guide and motivate learning;
 - (e) to ascertain pupil experiences in and reactions to actual work situations;
 - (f) to discover and develop marketable skills;
 - (g) to record vocational experiences and achievements.

- Basic Items:
- (a) Participation in school extra-curricular activities;
 - (b) Participation in out-of-school extra-curricular activities;
 - (c) Hobbies and interests;
 - (d) * Marked or special talents;
 - (e) Work experiences (credit types, e.g., general work experience, cooperative industrial, cooperative office skills, and cooperative general education and miscellaneous non-credit types):
 - (1) Title of job and summary of duties
 - (2) School grade of student
 - (3) Dates of period of employment
 - (4) Place and address of employment
 - (5) Daily or weekly hours
 - (6) *Marketable skills
 - (7) Pupil reaction to employment
 - (8) Employment certificate number
 - (9) Student reasons for entering or leaving employment
 - (f) Pupil supervised farming program and achievements (agriculture).

- Optional Items:
- (a) Report of leisure-time reading
 - (b) Report of travel
 - (c) Industrial record card (industrial arts)
 - (d) Cumulative project record (industrial arts)
 - (e) Cumulative records of home and community experiences (home economics)
 - (f) Wages or salary (work experiences)

Area 10 - Educational and Vocational Plans

- Importance:
- (a) to help the pupil make immediate and long-range educational plans which are realistic and satisfying;

(b) to help the pupil make satisfactory and appropriate vocational plans;

(c) to ascertain pupil aspirations and parental aspirations for the pupil, interest in educational financial aids, and bases of specific occupational and educational preferences;

(d) to determine counseling needs of pupils.

Basic Items: (a) * Pupil educational plans
 (b) * Pupil vocational plans
 (c) Parent educational preferences for pupil
 (d) Parent vocational preferences for pupil

Optional Items: (a) Type(s) of appropriate educational financial aid

Area 11 - Entry, Withdrawal and Follow-up

Importance: (a) to evaluate the effectiveness of the school programs;

 (b) to plan an appropriate educational program for a new student on the basis of his previous educational experiences;

 (c) to help insure continuation of the educational program for a transferring student;

 (d) to provide clues for increasing school holding power and to assist the pupil who drops out of school;

 (e) to follow the educational and vocational progress of graduates.

Basic Items: (a) Date of admission to school
 (b) Grade of entry
 (c) * Place from which admitted
 (d) Date of transfer, destination and reasons for transfer
 (e) Date of withdrawal, destination and reasons for withdrawal
 (f) Graduation data
 (g) * Educational institutions entered on school exit
 (h) Occupation entered on school exit

Optional Items: (a) Record of schools attended
 (b) Transcripts or recommendations sent
 (c) Advanced education record
 (d) * Occupational placement and success
 (e) Student comments on school training and services

Chapter VI

TYPES OF PUPIL RECORDS

The kinds of information listed in the preceding chapter are brought together in combinations on various pupil record forms. As previously mentioned, these consist basically of pupil accounting, classroom and pupil personnel records. Records included in these three categories are described in this chapter.

Pupil Accounting Records

Pupil accounting records summarize information on child populations, children of compulsory school age, school registrations, attendance, exemptions, subjects and marks, withdrawals and related matters.

A. School Census

The school census, which serves as a basis for enforcement of the compulsory attendance law and school system planning, is an enumeration in a given school district of all children between birth and 18 years of age and physically or mentally handicapped children to age 21 with data on residence, parents, school attendance, handicaps and employment.

B. Attendance Register

The attendance register is the official school document in which the names of all pupils who have entered or are expected to enter a particular class are listed and in which the homeroom teacher records attendance data, including legal and illegal absences, tardiness, and excused absences.

C. Permanent Record Card

The permanent record contains information about the pupil from the elementary and secondary school which has lasting value and remains in the files of the school as a permanent record of his development in that school. Minimally, it contains pupil grades, record of attendance, and entry, withdrawal and graduation data.

D. Exemption Certificate

An exemption certificate permits, as a result of the recommendations of qualified examiners, a minor to be exempted for a certain period of time from school attendance on the basis of physical disability, severe mental retardation or mental or emotional disorder.

E. Employment Certificate

The employment certificate is issued by a city, village or district superintendent of schools or his authorized representative attesting to the age and physical fitness of a minor and his eligibility for certain kinds of employment. The type of certificate (standard employment certificate, special employment certificate, street trades badge, farm work permit, vacation work permit), age

required and other details vary with the nature and duration of the proposed employment.

F. Transfer or Discharge Notice

The transfer or discharge notice, given usually to the pupil or his parents for presentation to the principal or teacher of the pupil's new school, indicates certain vital statistics concerning the pupil and the schools from and to which the pupil is transferred.

Classroom Records

Classroom records are those usually maintained by all teachers, and those particular to a certain teacher and related to her specific instructional area. Classroom records are used to identify pupils as individuals and as members of groups; to chart their growth and development through education toward physical, intellectual, personal and social maturity; to meet individual and group instructional needs; and, to evaluate the effectiveness of instruction and assistance to each pupil.

A. Teacher Classbook or Grade Book

The teacher records in her classbook or grade book classroom test marks, periodic grades and other measures of pupil progress and development in her subject.

B. Report Card

The report card, issued periodically to the pupil and his parents, indicates student academic progress and attendance and may also indicate pupil development through education toward different aspects of maturity.

C. Teacher Anecdotal Reports

Anecdotal reports, signed and dated, are descriptions by the teacher or school staff member of his observations of specific incidents representative of a pupil's reactions in a concrete situation.

D. Teacher Report of Parent Conference

Parent conferences with the teacher, which may take place at the school or in the home, may be summarized by the teacher, with parent verification of the information, either on a record section or on a form developed by the school for this purpose or in accordance with an outline developed by the school.

E. Teacher Summaries

The teacher summary, when written annually or semi-annually for each pupil, indicates in brief, concise form pupil progress, which includes academic strengths and weaknesses and may have comments on pupil personnel and social development.

F. Teacher Records of Pupil Creative Expression

The teacher may record the name, title or subject of a creative effort of a pupil, with pupil and teacher comments upon the experience.

G. Teacher Evaluation of Pupil Exploratory Experiences

The teacher may record her evaluation, beyond a mark, of student reactions to and progress in exploratory experiences, which represent brief orientations to subject areas or activities through exposure to them for a certain period of time, e.g., art, music, typing, languages, creative writing, general science, practical arts.

H. New York State Physical Education Record

This record, with a form for boys and girls, was developed by the Division of Health, Physical Education and Recreation for use in grades 7 through 12 by the physical education teacher to indicate pupil progress in the physical education program.

I. New York State Physical Fitness Test Cumulative Record

This chart, developed by the Division of Health, Physical Education and Recreation and maintained by the school physical education teacher, provides a record for grades 4 through 12 of pupil status and progress with respect to total physical fitness as measured by the New York State Physical Fitness Test.

J. Distributive or Office Education Rating Sheet

This rating sheet, developed by the Bureau of Business and Distributive Education and recommended for use by the school teacher-coordinator of and the employer involved in a cooperative work-experience program, is a rating sheet to assist in grading pupils on twenty characteristics for each marking period.

K. Permanent Cumulative Record for Vocational Agriculture

This record, recommended by the Bureau of Agricultural Education for use by the local vocational agricultural teacher, summarizes student achievements, experiences, and interests of value for guidance in establishment in farming.

L. Industrial Arts Individual Record Card

The Bureau of Industrial Arts Education recommends the use by the local industrial arts teacher of the Individual Record Card, which combines a student project record, record of outside preparation, summary of other shopwork, and anecdotal record of personal characteristics and evidences of social growth on the part of the student.

M. Cumulative Project Record (Industrial Arts)

This form, recommended by the Bureau of Industrial Arts Education for use by the local industrial arts teacher, indicates the breadth of experience achieved by the pupil in working with tools and materials.

N. Regents Examination Profile Chart

The Regents Examination Profile presents the distribution of Regents marks in each subject and comparable scores in the Regents Scholarship Examination, in the verbal subtest of the College Board Scholastic Aptitude Test, and in the mathematics subtest of the SAT.

O. Records of Home and Community Experiences (Home Economics)

The Bureau of Home Economics Education recommends the use of cumulative records of home and community projects in relation to the homemaking courses.

Pupil Personnel Records

Pupil personnel records provide a continuous record of significant information about a student's progress and growth through school or during a period of school life. Information from these records is used by all staff members either directly through reference to the school itself, such as in the case of the pupil cumulative record, or indirectly through interpretation by the staff member keeping a particular type of record. The pupil cumulative record, which is the pupil personnel record in general use by all staff members, is described below. Listed and described also are other pupil records used by such pupil personnel service staff members as the attendance teacher, the dental hygiene teacher, the guidance counselor, the school psychologist and the school social worker.

A. Pupil Cumulative Record

The pupil cumulative record, usually maintained by the teacher in the elementary school and then under the supervision of the counselor in the secondary school, is initiated upon the pupil's entry into school, follows the pupil through his school career, and usually includes at least in summary form much of the information under the eleven areas recommended for the total pupil record. If a folder or envelope type of pupil cumulative record is used, such items as the following may become part of the record through placement in the folder or envelope: teacher summaries; student tentative four year educational plan; student vocational themes; student career booklet; student compositions on his goals, ambitions, significant experiences as he sees them and reactions to educational and vocational experiences; pupil personnel data questionnaire; references to related data.

B. The Bureau of Health Services has developed for use of local school personnel a cumulative health record designed for active use with a pupil during a maximum of 14 years of school attendance. Information is recorded under such areas as health history, preventative measures and tests, medical examination, screening procedures, medical recommendations, referrals, teacher observation and school nurse-teacher notes.

C. Dental Hygiene Record

The dental hygiene record which is used from kindergarten through twelfth grade, in schools providing a dental hygiene program, includes reports on the dates of dental examination, state of teeth, defects found, defects treated and evidence of orthodontic treatment.

D. Notice Regarding Annual Vision Test

This form, sent to the parent or guardian, indicates that the results of the annual vision test suggest some eye difficulty in the pupil and recommends a complete eye examination.

E. School Report of Visually Handicapped Child

This report, used for children who have a severe visual handicap, gives school information about the child and the diagnosis and recommendations of the eye specialist.

F. Otological Report

This report, used for children with hearing difficulties, gives the health and educational history of the child, results indicated by the audiogram, and the otologist's findings and recommendations.

G. Physical Activity Forms

These are forms which are used by family and/or school physicians to indicate to the school the extent to which a pupil can participate in physical education (class instruction, intramurals and interscholastics).

H. Physical Fitness Certificate for Employment

The physical fitness certificate indicates whether in the opinion of the school physician, a pupil is physically fit for a job for which an employment certificate is being processed.

I. Application for Approval of Special Educational Services

This form constitutes an application for approval of special educational services for a child, such as transportation, tuition, and home and special teaching.

J. Report of Individual Psychological Evaluation

The report of the individual psychological evaluation prepared by the school psychologist includes such items as identifying data, reason for referral, developmental and school history, physical and other characteristics which may affect learning, intellectual functioning, personality and behavior, achievement, summary and recommendations.

K. Home Visit Reports

Pupil personnel staff members, such as the attendance teacher, school nurse-teacher and school social worker, often visit the home in connection with the study and adjustment of pupil problems, writing summaries of discussions with parents, noting information furnished by parents and giving suggestions for further home-school cooperation.

Chapter VII

SCHOOL STAFF ORIENTATION TO PUPIL RECORDS

Participation by the entire school staff in the initiation, development and periodic revision of pupil records is the basis for an effective pupil record system. After the installation of a pupil record system, in-service education is one of the important means by which school staff members maintain continued understanding and acceptance of the pupil record system, - its policies, purposes, and format - and are instructed in the fulfilment of their responsibilities for gathering, recording and interpreting record information.

Developing a Record Philosophy

Pupil record systems become more effective, when there is planning with the staff concerning the need for acceptance and use of pupil records. A record system imposed by decree or dictum often fails. A desirable philosophy must be developed, if non-existent, or become articulate, if obscure.

The educational philosophy necessary for the initiation, revision or use of the pupil record system recognizes that:

A. Each pupil, viewed as a developing, growing person, is accepted as a unique individual to whom the school has a particular responsibility in terms of understanding and assistance in growth and development.

B. This responsibility necessitates for each pupil from the beginning of his school life an uninterrupted accession of significant information which is gathered, studied, interpreted and used by all school personnel with whom the pupil comes into contact.

C. Each pupil is able to achieve maximum development and adjustment only through the cooperative and coordinated efforts and pooled information of all school personnel, with the pupil and his parents generally involved in this process.

A school system may employ these techniques to discern and to foster an educational philosophy appropriate for a pupil record system:

A. The superintendent of schools or principal, convinced of the need for record-keeping procedures, should request all school personnel to submit in writing their statements concerning:

1. Needs of youth both generally and locally.
2. Objectives of the school in terms of pupil development, i.e., what the school is actually doing and what it hopes to accomplish.
3. Information needed by school personnel to meet pupil needs and accomplish the objectives of the school.

B. Responses of the staff are studied by the school superintendent, principal and other administrative personnel to ascertain staff awareness of individual differences, the need for understanding and assisting each pupil as an individual, and the many developmental areas of the child.

C. If responses are satisfactory in terms of the above criteria, they should be synthesized and presented by the administrator to all school personnel for discussion until a consensus is reached upon pupil needs, school objectives, and requisite information. Initiation of or revision of a pupil record system to provide the desired information should be a logical outcome of the discussion.

D. If responses are limited or unsatisfactory, development of an understanding and receptive attitude must be undertaken, preferably through use of discussion and case conference methods under the direction of staff members skilled in these procedures. In the case conference method, an immediately concerned group of staff members exchanges, analyses and interprets information concerning a particular pupil's development, adjustment and problems in order to offer the pupil constructive assistance. It focuses attention upon the many factors and facets involved in pupil behavior and the information needed with respect to them. The chairman gathers, organizes and studies, prior to the case conference, significant school history items of a student recommended by staff members for study, selects those staff members regularly involved with the student, and conducts the case conference in the presence of the larger faculty group. It should become evident that pertinent and helpful information is being exchanged, that essential data are lacking and must be secured, that the pupil is reasonably and more completely understood as an individual, and that constructive action and aid can be cooperatively outlined, approved and begun. A case conference concerning a particular pupil may carry over through several sessions, or several case conferences concerning different pupils may be arranged to permit each staff member's participation in at least one conference.

E. When a school staff accepts the value of having for every pupil background data and collective information which it can and should supply, a superior sample pupil record with entries, preferably with copies for each staff member, should be introduced and interpreted to reveal its value in understanding a pupil.

F. A pupil record committee may then be established to initiate or revise the pupil record system.

Formation of the Pupil Record Committee

The pupil record committee develops, reviews or revises the pupil record with the aid and criticism of other staff members. The committee should consist of both appointees of the administration and volunteers from the staff, with the superintendent, principal, director of pupil personnel services, other appropriate administrator or a staff member experienced in record procedures as possible chairman. The committee should have system-wide representation from the administration, teachers from elementary, junior and senior high schools, pupil personnel services, supervision and research. Where several schools in a system are involved, each school may well have its own pupil record committee but will be represented by a delegate to the head or central committee, whose functions will include general outline and guidance of the total study and analysis, synthesis and coordination of the findings of the various schools. Suggestions and recommendations may be drawn by the committee from industrial and college personnel men, outside specialists, parents, employers, and representatives of youth-serving agencies.

In a school system initiating a pupil record system, the work of the committee

should culminate in the actual construction and introduction of a record system and a description of the procedures for application, interpretation, maintenance and evaluation. A general schedule of activities for the committee may approximate the following order:

A. A review of the local needs of youth, objectives of the school in terms of pupil development, and pupil information needed to meet these needs and objectives.

B. A thorough study of the literature on pupil records and a collection and analysis of state, local and commercial records and manuals to ascertain recommended and applicable features concerning pupil record forms, characteristics, purposes, uses, items, types, format, installation and manual content. (For example, in preparation of the pupil cumulative record form, a choice has to be made of a folder, single card, multiple card, booklet or envelope type or a combination thereof. Such a seemingly minor question as paper stock requires consideration of size, durability, strength, weight, expense, color, freedom from glare, and suitability for entries and for copying or photo reproduction. Arrangement of items on the record is an equally complicated task, since meaningfulness depends upon chronological ordering of information, contiguity of related data, sufficient space for recording, easy discernment of developmental trends, quick location of information, and facile reading. The possibility of machine methods of recording data and the desirability of direct reproduction of certain types of information may also affect arrangement.)

C. With administrative approval, the preparation of provisional record forms or the adoption with or without modification of existing forms, with such decision based on the realization that the record system established should be the one best suited to and most effectively used in the local situation.

D. Submittal of proposed forms for criticism and evaluation by all staff members.

E. Revision of these forms in accordance with suggestions and with administrative approval, arrangement for their reproduction for trial use.

F. Development of a manual of record procedures, explaining carefully and concisely methods of assembling, recording, distributing, interpreting and using data.

G. Provision for the necessary in-service education of the faculty and pupil, parent and community orientation to the use of the new forms and procedures together with a plan for installation of the record system.

H. Reproduction and introduction of the record in final form after changes resulting from experiences with and evaluation of the trial record system.

In a school revising its pupil record system, the same general procedural plan may be employed, except that the emphasis is upon modification and change directed toward records currently in use and dictated by such factors as adequacy and usefulness of present record data, completeness and qualitative and quantitative character of present entries, ease in mechanical aspects of record keeping, and capacity of equipment and the physical setting for record keeping and use.

In-Service Education in Pupil Records

The responsibility for the organization of the in-service education program is best placed in the hands of a school committee chaired by the school administrator or staff member particularly familiar with records procedures. Initially, the committee will rely heavily on group meetings for presentation of information, but subsequently provide for individual instruction for any staff members, especially new ones, requesting or needing such assistance. The committee should outline in writing the in-service education program, indicating the topics to be treated, the staff members who will make presentations, and the dates, time and place of meetings. After administrative approval, copies of the program should be distributed to the faculty.

The local record manual may well serve as a training text and if so, the program should stipulate the sections to be considered in each group meeting. The local record manual, if properly prepared, defines the pupil record and local record policy, the various record forms usually through their reproduction and sample entries, and gives specific directions regarding gathering, assembling, interpreting and using data, including general and specific responsibilities of staff members. Many pupil record manuals also include (a) common questions about the record and answers; (b) definition of terms; (c) methods of approach to secure the cooperation of those from whom information is desired; (d) value of the pupil record as a guidance instrument; (e) specific procedures, including personnel involved, for obtaining data from and transmitting them to parents, other schools and higher educational institutions, employers and outside agencies; (f) location of each record; (g) disposal of records; (h) method of installation of record system, e.g., initiation the first year in the elementary grades, the second year in the junior high school, and the third year in the senior high school or grades 1, 4, 7 and 10 for three successive years and grade 1, the fourth year or grades 9-12 the first year, with extension downward in ensuing years.

The school may wish to include the following suggested outline of topics in its in-service education program, although the order of presentation and number of sessions per topic must be decided in terms of local needs.

A. Establishment of Pupil Record Systems

If historical background is deemed appropriate, the article, "Student Records and Reports-Elementary and Secondary," which appears in the 1960 edition of the Encyclopedia of Educational Research (3rd ed., The MacMillan Company, New York, pp. 1437-1441) gives a helpful historical perspective for the establishment of pupil record systems. The presentation may describe Massachusetts (1838) and Connecticut (1838-41) legislative acts requiring registers of attendance, record systems such as the Lamprey (1910), Voorhees, Strayer-Engelhardt, McAllister-Otis, Heck-Reeder and Flynn-Utne, and forms and ideas such as those recommended by the American Council on Education, Educational Records Bureau, Department of Secondary School Principals of NEA, National Association of Secondary School Principals, Eight Year Study and the Regents' Inquiry. General underlying reasons for the development of pupil records should be cited and discussed: (1) the aim of schools of a democracy to provide the best possible and most satisfying educational programs and opportunities for each student and the student body; (2) the accomplishment of this objective only through knowledge of intellectual, physical, social, personal and environmental factors with respect to each student and the student body; (3) the impossibility of effectively using such varied and copious data without recording them; (4) the value of both cross-sectional and longitudinal data provided by

the pupil record in evaluating pupil growth, progress and plans. Reasons particular to the local community for the establishment of the record system or its parts should then be discussed.

B. General Local Record Policy

In early in-service education sessions, a representative of the administration should present local record policy with respect to safeguards and uses. Indication should be made of the location of and responsibility for various records; the conditions under which data are available to staff members; procedures for transmittal, interpretation and receipt of information; and provisions for periodic record reevaluations and reviews to incorporate new developments suggested by promising innovations in education practices. Local policies as to pupil record transfer within and outside the school district, reproduction and disposal of records should be outlined. Many schools transfer record information to a school outside the district only with parental permission, a request from the receiving school, and retention (but transmittal to the receiving school in some form) of permanent record data and never by pupil delivery. If mechanical reproduction of records, such as by photostating and microfilming, is employed by the school, an explanation should be given in conjunction with record policy. In the discarding or destruction of records, New York State public schools should be guided by the Local Records Disposition Request List distributed by the Division of Archives and History of the State Education Department. Copies of this list will be furnished upon request to this Division.

C. The Pupil Record Forms - Their Content and Uses

After familiarizing the staff and appropriate clerical personnel with the general definition, purposes and uses of the pupil record, the chairman should distribute a listing of specific forms. The member(s) of the school staff most closely associated with each record should provide each faculty member with a blank copy of the record in question and, using a sample form from which entries may be read to exemplify recording and points, explain: (1) general purpose in establishment of record; (2) grade level where it is used; (3) record location; (4) person(s) authorized to keep record; (5) time of first and subsequent entries; (6) items and their recording; (7) procedure for using record; (8) values and uses of record information.

D. Teacher Contribution to the Pupil Record

The classroom teacher has responsibility for maintenance of the attendance register, classbook or grade book, report card and any record specifically pertaining to his teaching field. In addition, he may be assigned to gather and enter other information on other records or specific areas of records. A guidepost for in-service education in teacher record contribution may be found in Chapter VIII of this manual, Gathering, Entering and Interpreting Record Information. Discussion must include such topics as: (1) conduct, content and summary reports of parent-teacher conferences, whether at home or in school; (2) writing the yearly summary report of a student (if required); (3) general recording instructions, e.g., typing or printing in black ink; (4) instructions for recording specific items for which teachers have responsibility, with examples; (5) avoidance of meaningless terms; (6) preparation of anecdotal records. While the bibliographical references of this manual will be helpful in the use and writing of anecdotal records, emphasis in training must center upon: (1) the descriptive, objective and factual characteristics of anecdotal records; (2) use of these records for all children, not only for the atypical; (3) inclusion of events leading to the behavior, a clear description of the incident, and quotations from

the child; (4) the selection of incidents which contribute to an understanding of pupil development and growth; (5) labelling of interpretations as such, if they are included; (6) use of brief, but accurate, phrases in place of complete sentences; (7) development through practice of skill in recognizing and recording significant pupil behavior.

E. Teacher Use of the Pupil Record

Teachers should have gained many insights into record use in presentations with respect to each record form (subsection C above). Chapter III of this manual, Purposes of Pupil Records, has sections outlining use of the pupil record by the teacher (pp. 11 to 12), which will be helpful in in-service education in this area. Further uses are indicated under each area recommended for inclusion in the pupil record in Chapter V of this manual. Teachers may need a ~~what~~ extensive help in selecting and combining that information from the different records needed to understand a child and his immediate problem, e.g., possible causes for the academic failure of a child in her class may be suggested from collation of information from records detailing age, mental ability, general physical condition, parents' plans for the student, extra-curricular activities, and previous academic performance.

F. Staff Interpretation of the Record to Pupils and Parents

While the explanation of local record policy (subsection B above) should have delineated the procedures and conditions for pupil and parent conferences with teachers and other staff members for record interpretation, assistance in actual interpretation is needed by the faculty. Chapter VIII of this manual, Gathering, Entering and Interpreting Record Information, and interpretative chapters of the local manual should be helpful. Role playing of parent-teacher and other conferences, with copies of the record information provided to the faculty audience and with opportunity for subsequent discussion, is a very useful technique in learning how to interpret the pupil record to parents.

Chapter VIII

GATHERING, ENTERING AND INTERPRETING PUPIL RECORD INFORMATION

The school staff should understand the appropriate techniques for gathering information for the pupil record, correct methods for entering data, and the best ways to interpret the pupil record, especially to pupils and parents, so that the interpretation is meaningful and useful. In this chapter, after a discussion of ways of collecting information, instructions and comments with respect to entries for certain record items (as indicated by asterisk in Chapter V) will be given by area along with suggestions for interpretation.

Gathering Record Information

Parent and pupil conferences with staff members, questionnaires, standardized testing and pupil observation are the chief methods by which record information is obtained. In gathering data, faculties usually need assistance with procedures for establishing and conducting parent conferences both at home and in the school.

The parent conference is often established by a telephone call or written invitation which indicates the purpose, place and time. If the objective of the conference is to obtain data, the parent is early apprised of the need for mutual sharing by parents and school staff members of information concerning the child throughout his school career to insure his optimum educational progress and of the reasons for and manner of recording this information. In pre-kindergarten or kindergarten conferences, data are usually gathered concerning age when walking and talking began, habit training, health problems, disabilities, allergies, relationships of the child with family, siblings and peers, play activity and behavior patterns at home. In conferences during the school years, information is related to the eleven major areas of the pupil records. Parent conferences center about: facilities for home study; parental plans and aspirations for the pupil; accomplishments, interests and talents of family members; pupil characteristics; changes in family; family attitudes toward education and the school; pupil's outside activities and interests. Conferences for record interpretative purposes are discussed later in this chapter, although in many instances such conferences may be combined with those for obtaining information. A mutual sharing of information for the purpose of joint home-school planning probably affords the best situation for obtaining and imparting useful information.

Pupil orientation to the record, treated later in this manual, should create student understanding for and receptivity to supplying information requested in interview or by questionnaires. The pupil should also understand the reasons for parent-teacher conferences.

Recording and Interpreting Pupil Record Information

There are general directions to be observed in entry or recording, e.g., printing in permanent ink or typing for clarity in reading or reproduction, initialling of certain entries or changes, rules established by local school districts. There are implications for recording in the characteristics of the adequate record system. Usefulness implies pertinent, significant and sufficiently detailed data; manageability emphasizes clear definition of codes and

symbols; continuity suggests sufficient spacing and need for regular recording; objectivity calls for the avoidance of speculation and irrelevancy and the collection of data from the most reliable primary and authoritative sources. Above all, the recorder must accept responsibility for what he writes and be able to substantiate and support it.

There are basic principles to be followed in preparation for and conduct of the conference in which the pupil record is interpreted to parents:

(a) The interpreter prepares by:

- (1) assembling records available to him at the conference site;
- (2) gathering materials, workbooks and books the child uses in his work and samples of the child's work;
- (3) reviewing the records to gain as complete an understanding of the pupil as possible;
- (4) arranging, if necessary, for staff member(s) who have information not generally available or of technical nature to be present for interpretation of those data;
- (5) deciding upon a tentative plan or agenda, e.g., approach, minimal areas to cover, particular points and interpretations and ways of presentation, pupil strengths and weaknesses, with related suggestions and recommendations.

(b) The interpreter conducts the conference by:

- (1) arranging for parents to be met, conducted to the room in which the conference is being held, and to be introduced to conference participants;
- (2) minimizing the possibilities of outside interruption;
- (3) giving parents an opportunity to express their thoughts and feelings about the child;
- (4) interpreting the records to the parents in non-technical language;
- (5) discussing data appropriate to the pupil's educational progress;
- (6) making and receiving recommendations for action.

(c) Apart from expression of appreciation to the parent for the visit, the interpreter concludes the conference with a summary, including conference date and time, of the information that he places in a report of the conference:

- (1) main points discussed;
- (2) new insights gained;
- (3) conclusions reached;
- (4) recommendations;
- (5) plan for action;
- (6) conference evaluation.

Since the staff member needs more than these general tenets, specific suggestions and examples, where warranted, for recording and interpreting to parents certain record items are given below by major area of the pupil record. It is expected that the local record manual will give instructions for each item.

Area 1 - Personal Identification Data

A. Recording

1. Name of Pupil

- (a) Print in ink or type in capitals last, first and middle name; indicate lack of middle name by "none"; ensure correct spelling.
- (b) Give both original form and simplified version of a different name that has been simplified.
- (c) If the pupil goes by his middle name, underline or encircle it.
- (d) If the name is legally changed, cross out (do not erase) original name; the person recording the change should write in the date and his or her name and title, with indication of the document observed to authorize the change.

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Example: ~~None~~, CHARLES SIBLEY (adoption order seen
11/3/61 by C.L. Heinz, Principal,
New Lake Elementary School)

2. Date of Birth

- (a) Record month, spelled in full, date and year as determined from verification of birth; do not use figures, such as 3/16/53.

3. Evidence of Birthday

- (a) Indicate document presented for verification of birth, e.g., birth certificate, baptismal record, passport, affidavit.
- (b) Optionally, write in file number of birth certificate, if it is available.
- (c) Optionally, record the name, position, and school of the person who checked for verification and the date that evidence was submitted.

Example: Kay Lawson, Vice Principal, #39, 5/12/49

4. Place of Birth

- (a) Record city, town or village, county and state if located in the U. S.

Example: Buffalo, Erie, New York

- (b) Record city and county or city, province and country, if pupil was born outside the U. S.

Examples: Paris, France
Toronto, Ontario, Canada

5. Residence of Pupil

- (a) Record for location where pupil is actually living, the apartment number and floor (if any), house number, street, community and postal zone.

Examples: Apt. 3B, 2nd Floor, Hudson Arms,
35 Lexington Ave., New York 16
20 Grider Street, Albany 8

- (b) Record changes in additional spaces which should be provided on the record.
- (c) Optionally, indicate resident or non-resident status, with district and township in the latter case.

6. Telephone Number

- (a) Record the phone number with exchange spelled out, if local.
Example: IVanhoe 8-7642
- (b) Record in addition the name of the community, if not local.
- (c) Record a current emergency telephone number; if not the above numbers, that of nearest person with name through whom parent, guardian or student may be contacted.

7. Mode of Transportation to School

- (a) Indicate bus or bus route, bicycle or car.

B. Interpretation

Since most personal identification data were provided initially by the parent or guardian, verification, at least yearly, of certain items with the parent to insure that there has been no change is involved here rather than interpretation.

Area 2 - Family Information

A. Recording

1. Name of Father

- (a) Record first name, middle initial, and last name of pupil's own parent.
- (b) Write, if applicable, "deceased" with year following last name.

Example: Alvin K. Farr (deceased - 1949)

2. Name of Mother

- (a) Record given name, maiden name and married name; indicate "deceased" as explained above.

3. Names of Guardians

- (a) With two spaces provided, record male guardian's name per instructions for father's name and female guardian's name per mother's name.
- (b) Clarify relationship of guardians in parentheses following last name, e.g., aunt, step, foster.

4. Occupations and Employers of Parents or Guardians

- (a) Identify occupation sufficiently specifically to identify work performed.

Examples: X-ray technician - City Hospital
Carpenter - Self-employed

- (b) Use "housewife" or "retired", if applicable.

5. Siblings

- (a) Indicate year of entry of these data.
- (b) Employ a chart form and record in order of birthdate, from oldest to youngest, (1) first name; (2) sex by M or F; (3) age.
- (c) Place an asterisk by the name of the pupil, if he is listed.
- (d) Write "H" in parentheses before the name of the sibling, if living at home.
- (e) Note in parentheses step - or half-brothers or half-sisters.
- (f) Do not include unrelated children in the home, although notation may appear elsewhere.

Examples: Philip - M - 25
Todd - M - 22
(H) Carol - F - 19
* David - M - 10
Flora (half) - F - 6

6. Additions to or Changes in Family Data

- (a) Record accurate, reliable and up-to-date family information which may affect the pupil educationally.
- (b) Precede each entry by month and year of recording and follow each entry with initials of recorder.

Examples: January, 1956 - Student reports father suffered heart attack on 11/2/60 and will be confined to hospital for 3 months; student accepted employment as of 11/8/60 in Town Garage as service station attendant 2 hours daily, 4 hours Sat. and Sun. K.L.T.

February, 1961 - Brother, Philip, senior here, awarded state scholarship. S.A.F.

May, 1959 - Mother, in school visitation, indicated parental separation as of 3/59; pupil now residing

with aunt and uncle, Mr. and Mrs. Hubert Cox,
326 Euclid Ave., independent retail grocery owner
and housewife. J.W.M.

January, 1961 - Mother talked to counselor 1/5/61 at
school about son's study habits; counselor recommended
private place for study at home and provided additional
study hall 3 days a week. H.W.H.

September, 1960 - Father indicated to counselor in
conference at home that financial aid necessary for
daughter's college education; father apprised of
scholarship, loan and aid sources. B.A.K.

May, 1961 - Student reported to homeroom teacher on
5/21/61 trouble between rival neighborhood gangs.
Expressed fear in coming to and from school. Trans-
portation arrangements made for next two weeks. Student
will report periodically. E.V.B.

B. Interpretation

Little interpretation is required since the parent, guardian or child has
supplied the data. Verification of certain items is in order to incorporate
changes and keep the record up-to-date.

Area 3 - School Attendance

A. Recording

1. Daily Record of Attendance

- (a) Record attendance according to the directions in a register
approved by the New York State Education Department.

2. Action Taken on Illegal Absence

- (a) Indicate month, day and year of entry and action taken and initial;
entry is usually made by attendance teacher.

Example: 2/21/61 - child home caring for younger children while
mother shopping; repeated occurrence of this type of
absence; set preliminary hearing. B.K.L.

3. Exemption from Instruction

- (a) Recording is in accordance with the forms, Exemption Certificate,
Form AT-1 (3-59), Request for Renewal of Exemption, Form AT-2 (3-59),
and Exemption Transfer or Termination Notice, Form AT-3 (3-59), which
are available from the Bureau of Guidance of the New York State
Education Department.

B. Interpretation

Where there have been truancy and instances of excessive absence, the attendance teacher has been in contact with the home and should be present to interpret record notations pertaining to these situations. Otherwise, the teacher may cite tardinesses and absences for the period to the parent and make comments for parental reaction. At the present time, parents receive a copy of the exemption certificate. Since the school physician and the school psychologist have the responsibility for examining and recommending children for exemption from school, any interpretation to the parents concerning these procedures should be made by these personnel.

Area 4 - Health and Physical Growth

A. Recording

Recording of those health items pertaining to the medical aspects of health is made by health service personnel in accordance with forms recommended and provided by the Bureau of Health Service and listed under pupil personnel records in Chapter VI of this manual (A-F, pp. 28-29). The nurse-teacher usually receives and enters in her record teacher comments on pupil health, e.g., 10/11/59 - Miss Smith, second grade teacher, reports child continually rubbing eyes, holding work close to face and copying work incorrectly from board. School health service personnel may enter, with date and initials, on records other than their own, such as the cumulative pupil folder, temporary and permanent health factors highly significant to the education of the child, e.g., 11/56 - requires wearing of glasses in close work, K.N.G.; 10/58 - has hernia and must avoid strenuous physical activity, P.K.R.; 9/60 - heart condition since childhood restricts youngster to limited physical activity. L.J.F. All notations of serious temporary or physical defects are reviewed periodically to ascertain and record changes in degree of disability.

On forms developed by the Division of Health, Physical Education and Recreation (see Chapter VI, G and H, p. 29), physical education teachers can record information concerning the pupil's physical fitness and physical education needs.

B. Interpretation

Recommendations summarized on a central record by health personnel with respect to the education of a child may be reviewed by the parent. Health and physical growth items, however, should be interpreted by those personnel by whom the various records are maintained, e.g., school physician, school nurse-teacher, dental hygiene teacher, physical education teacher.

Area 5 - Academic Record

A. Recording

(No difficulty should be encountered in the recording of the academic record although certain school preferences in the manner of entry should be carefully spelled out in the local record manual, e.g., letter grade at five week intervals, Regents marks in red ink).

1. Special Educational Services Provided

- (a) Recording is in accordance with the form, Application for Approval of Educational Services, available from the Bureau for Handicapped Children.

B. Interpretation

The parent should be familiar with the school's marking system through experience with the report card, but if questions arise, the marking policy together with curricular, promotional and graduation requirements should be outlined. The teacher uses her classbook to explain the basis upon which she arrives at a pupil's report card grade and the current academic status of the pupil. Subject matter achievement should be related to standardized achievement test results and general scholastic aptitude. Implications of academic record data for future achievement and school success may be presented. Teacher appraisal of pupil proficiencies and difficulties in subjects should be discussed for parental reaction, opinions and suggestions. Interpretations with respect to special educational services should be made by such persons associated with these services as the special class teacher and the teachers of speech and hearing handicapped. Teachers most properly make the interpretation of the academic record, but the counselor may be involved on the secondary school level.

Area 6 - Standardized Test Results

A. Recording

1. Converted Test Score

- (a) In recording the school grade and month or grade equivalent, indicate the grade by the first figure and the month by a second figure placed after a decimal point on the basis of a uniform table developed for grade placement, e.g., Sept. 16 to Oct. 15 = 6.1, Oct. 16 to Nov. 15 = 6.2.
- (b) Suggestions for recording indices of general mental development include:
 - (1) Percentile rank.
 - (2) Stanine rating or appropriate language, i.e., a stanine of 9 is high, 7 and 8, above average, 4, 5 and 6, average, 2 and 3, below average, and 1, low.
 - (3) Qualitative description of performance in broad categories or a general probable learning index, e.g., high, above average, average, below average, low.

B. Interpretation

- 1. In the interpretation of standardized group test results, several basic principles should be understood by the school staff and communicated in language understandable by the parent in the conference:
 - (a) A standardized test score is an estimate of a student's ability or performance; educators avoid reliance on any single test score.

- (b) A test is a sample of questions from among many questions that could be asked; if another sample were used, the student might perform somewhat differently, although his basic ability has not changed.
 - (c) A student may vary in performance on the same types of tests or even the same test administered at different times due to changes in personal characteristics, e.g., tired, inattentive.
 - (d) Standardized test results are subject to error due to sampling errors from choice of questions or probable errors reflecting fluctuations in the performance of the person being tested; the margin of error to be allowed in test scores can be estimated by a statistic, the standard error of measurement, which permits a more satisfactory interpretation of test scores in terms of ranges, bands, or broad categories.
 - (e) Scholastic aptitude tests, sometimes called intelligence tests, are used as measures of learning readiness. Results of such tests are indicative of the "probable learning rate" for the types of tasks usually met in school.
 - (f) Since intelligence is composed of several different factors, some of which develop or mature sooner than others, e.g., spatial and numerical abilities before verbal comprehension, a profile of mental abilities may be more useful than a single measure of intelligence.
 - (g) Only when test scores, particularly those of general mental development are associated with or supplemented by non-test pupil information do they really become meaningful.
 - (h) The interpretation of a standardized test score must be made in relation to the norm group with which it is being compared.
 - (i) Whenever possible, subject matter achievement should be compared with standardized achievement test results and general scholastic aptitude, both for the present and past years.
2. The interpreter should be able to explain to parents the uses of various types of standardized tests, such as aptitude tests or the interest inventory. He must also be able to define in understandable language terms which he may use in interpretation, such as raw score, mental age, intelligence quotient, standard error of measurement, percentile, stanine, grade equivalent and expectancy chart.
3. Such interpretative statements as these may be used in explaining test results to parents:
- (a) "On the _____ Test given in October, 1961, your son's score fell in the I.Q. range of 95-101. In terms of the general population, I.Q. scores in this range are identified as average."
 - (b) "Your son earned scores on the _____ Test given in January, 1961 similar to those of students who experience difficulty in obtaining admission to some four year colleges. Such students are often able to do satisfactory work in other types of post high school education."
 - (c) "The results of the _____ Test given in October, 1961 indicate that your daughter may have more than average difficulty in passing arithmetic and may need some extra help."

- (d) "Your daughter's score on the _____ Test given in October, 1961 indicates that her performance is better than that of 70% of our high school seniors, better than 90% of the 12th graders in the nation, and better than 60% of students accepted by the college she is considering."
- (e) "Joe's reading score on the _____ Test given in January, 1961 fell at the percentile rank of 25. This means that he scored better than 25 out of 100 students in his grade nationally. In other words, 75 out of 100 scored higher than Joe."

- 4. Standardized test data should always be used in connection with other kinds of information considered during the conference or interview.

Area 7 - Personal-Social Characteristics

A. Recording

1. Parental Report(s) of Pupil Characteristics

- (a) Review with parent for accuracy (and change accordingly) notations made with respect to pupil characteristics as supplied by a parent before placement in the pupil record.
- (b) Indicate month, day and year of receipt of information, parent giving data, and school staff member receiving information.

2. Composite Rating of Pupil Traits

- (a) Record for each trait in accordance with coding or rating scale, which may be indicated on the record, such as by:
 - (1) commendable-3; satisfactory-2; needs to improve-1;
 - (2) a code system appropriate to each trait, e.g., initiative, lacking-5; limited-4; acceptable-3; independent-2; original-1;
 - (3) a scale appropriate to each trait, e.g., initiative, - seldom initiates; conforms; does routine assignments; consistently self-reliant; actively creative.
- (b) Indicate school year of rating.

3. Single Teacher Statement of Pupil Characteristics

- (a) Record month, day, and year, grade, and teacher's first and last name (such a statement is usually used in Kindergarten and grades 1-6 where the pupil's chief contact is with one teacher).
- (b) Indicate by scale or code individual traits, if such a rating system is used.
- (c) Check as S (satisfactory) or I (in need of improvement) a list of provided statements for such major areas as pupil behavior as an individual and as a member of group, e.g., takes pride in his work; is accurate; takes care of personal belongings; courteous; works and plays harmoniously with others; respects the property of others.

- (d) Make concise entries, positive wherever possible, based on actual incidents, and indicative of growth and improvement needs, if applicable.

Examples: 6/8/59 - 5th grade - has made a definite improvement in ability to mingle with other children. Ann Jones
6/9/59 - 4th grade - leisure activities somewhat solitary; seems often alone in school; needs help in making friends. Ellen Tucker
1/20/61 - 6th grade - excellent student with many worthwhile interests; should profit from an enriched curriculum. Kay Levine
1/21/61 - 3rd grade - span of attention short; wants to read but is below grade standard; has voluntarily stayed after school to get help; written work poor, but tries hard. Arthur Garner

B. Interpretation

Parents should be informed with regard to the pupil characteristics which a school rates, and their definitions as defined by the staff in terms of observable behavior, e.g., dependability may be defined as "listens and follows directions; follows through and completes work; makes up work missed." The methods and personnel involved in rating should be explained. Information concerning pupil traits should then be presented from the record, - ratings, code meanings, teacher statement(s), evidence from anecdotal records and other data. Since data have been gathered at least yearly, trends, which are more significant than an estimate of a characteristic at any one given point even with multiple raters, can be noted. Introductory remarks of this nature by the interpreter may be helpful: "Certain personal traits or characteristics of pupils affect their educational progress and growth. In this school, we have decided that the following traits are especially important, - (name traits and define, wherever parent has any question). Employers and colleges frequently ask for information about these traits on application or recommendation forms. We secure information regarding them from the pupil himself, his teachers, and his parents. Up to the present time, we have the following information concerning your son (or daughter). The need for some improvement may be indicated in certain areas and both you and the school can help him (her) to accomplish this improvement. Your reactions and suggestions will be appreciated."

Area 8 - Accomplishments, Honors and Awards

A. Recording

1. Accomplishments, Honors and Awards

- (a) Entries may be placed under this one heading or a separate heading may be listed for each category. The heading(s) may carry such subsections as in-school and out-of-school or intellectual (including academic and scholarship), athletic, inventive or creative, mechanical, scientific, dramatic, literary, musical, artistic, service and other. Each entry should carry the month and year, grade, statement and name and position of the recorder.

Examples: 1/56 - 7th grade - granted art scholarship by local art gallery - Leona Ames, art teacher
10/59 - 10th grade - made Eagle Scout - Dave Clary, coach
11/60 - 12th grade - second prize, county historical essay contest - Mary Jones, social studies 12 teacher

B. Interpretation

Interpretation centers upon implications of the information for determination of pupil abilities, talents and interests, indication of pupil characteristics, leadership and citizenship, and discovery of educational and vocational possibilities, with ample opportunity for parental reaction, comment and supplementation of the data. This area should frequently be interpreted in conjunction with the area of in-school and out-of-school activities.

Area 9 - In-School and Out-of-School Activities

A. Recording

1. Marked or Special Talents

- (a) An entry here should indicate marked deviation from the normal or average and the basis of the statement should be indicated, wherever possible. Entries are usually related, but not restricted, to special talents in art, music, creative writing, athletics, invention, public speaking, dramatics, manual arts and science. The recording should indicate month, day and year of entry, grade, and the name and position of the recorder.

Examples: 10/24/56 - 3rd grade - taking piano lessons; outside music teacher stated pupil "most promising" at recent recital. Jane Rogers, teacher.
1/6/58 - 8th grade - builds and flies own model planes; has won three state prizes. John Comers, teacher.

2. Work Experiences (Marketable Skills)

One item concerning pupil work or employment experiences was singled out for recording comment, - marketable skills. With an outside job, the recorder should verify his statements with outside personnel; with work experience gained through the school, the record should be made by the school personnel most familiar with the experience. The recorder indicates his name and position and the date of entry.

Examples: 6/9/57 - 3 months service station experience; changed oil and lubricated automobiles and trucks; installed auto accessories; washed cars. Louis Blevin, counselor.
6/7/58 - employer in office skills program noted 80 w.p.m. in shorthand dictation and 40 w.p.m. in typing; receptionist duties, with satisfactory telephone courtesy; records kept neatly. John Lavery, Office Skills Teacher - Coordinator.

B. Interpretation

The remarks concerning interpretation of honors, accomplishments and awards (Area 8) are equally applicable here, although implications for leadership or followership propensities, preference for solitary or group participation, indoor or outdoor activities, practical or aesthetic pursuits, school successes and difficulties, and hobby skills may also be considered. The parent may be particularly interested in the school's observations concerning pupil marketable skills.

Area 10 - Educational and Vocational Plans

A. Recording

1. Pupil Educational and Vocational Plans

Significant statements relative to educational or vocational plans can be made at any time during the year as long as they are dated and the recorder identified. Summary statements for both types of plans should be made at least yearly, preferably by the counselor on the secondary school level.

Examples: 4/7/57 - Discussed, by student request, courses at in-state colleges where music major offered. Jane Remsen, music teacher.
6/10/60 - Student continues interest in secondary school teacher training, but still indecisive as to major teaching field, - languages or social studies. Have indicated possible college freshman year course of study applicable to either area until decision made. Has made application to U. of Buffalo, Syracuse U., and Columbia U. Plans meet ability, course and interest, but Buffalo locale appears more appropriate in terms of pupil expressed need for periodic home contacts. Financial aid no longer necessary. Sara Fendley, counselor.
6/11/60 - Student interest still centered on scientific field, but more receptive to consideration of semi-professions, which ability and achievement indicate as preferable. Encouraged by science teacher on this level. Laboratory technician training under present study by pupil. John Townsener, counselor.

B. Interpretation

The parent has usually approved, particularly on the secondary school level, the pupil's course of study, but he should be encouraged to raise any questions he may have concerning it. Both educational and vocational plans as most currently indicated by the pupil should be reviewed for parental reaction. The parent may request assistance and information from the school with respect to pupil plans; if the interpreter can not supply this aid, proper school personnel for the parent to contact should be indicated.

Area 11 - Entry, Withdrawal and Follow-Up

A. Recording

1. Place From Which Admitted

- (a) Record "home" if it is the child's first admission to school.
- (b) Enter name or number of school, if local.
- (c) Enter school and location, if non-local school.
- (d) Enter name of school and location by city and state, if out-of-state.

2. Educational Institutions Entered on School Exit

- (a) Enter data secured through follow-up or other means concerning educational institution entered, course, success, and reactions to high school preparation and training received.

3. Occupational Placement and Success

- (a) Enter data secured through follow-up or other means concerning place of employment, dates, job title, summary of duties, salary, promotion, success and reasons for leaving.

B. Interpretation

As far as the parent is concerned, this area requires chiefly verification and addition of data rather than interpretation. Since the parent has approved the transmission of transcripts or recommendations to educational institutions, he knows the child's potential higher education destinations. The recommendations which have been made by the school should be discussed with the parent. Where parents and the school have worked together closely over a period of years in planning for the pupil's further education, the parents should be well aware of the school's reaction to college application questions.

Chapter IX

PARENT, PUPIL AND COMMUNITY ORIENTATION TO PUPIL RECORDS

A pupil record system does not and can not satisfactorily fulfill its purposes unless pupils, parents and community are oriented to the system. With such orientation, they help provide and use the information which is essential for understanding the pupil and his educational needs. There must be a clear understanding of the school's working arrangements, including referral procedures and transmittal and receipt of information, with outside agencies and services, employers, and higher educational institutions.

The parents and community may be oriented to the pupil record through articles in the local newspaper or school bulletins, adult education classes, workshops, meetings and parent conferences at school or at home. The initial parent contact with the school upon the child's enrolment offers a natural opportunity to explain at least basic school records and their uses and to develop an understanding of the need for future exchanges of information. Some schools establish a course of parent education classes at each grade level in which parents study and learn to interpret typical cumulative pupil records.

The value of the pupil record is enhanced where the pupil appreciates the reasons for its establishment. Recognition by him of the record as an asset in evaluating his progress and plans will help to insure his cooperation in supplying and availing himself of record information. As soon as pupils are capable of understanding the record system, they should be informed of its existence, contents and uses through homerooms, classes, assemblies, meetings or group guidance sessions. Pupil orientation should always accompany record system installation and revisions and concomitant pupil instruction in the pupil record may parallel faculty in-service education.

Formal orientation programs may be established for both parents and pupils and while their emphases and degree of formality may differ, their format and content are similar. In the following outline of topics for such programs, it should be noted that much of the information needed can be drawn from this manual, especially the chapter concerned with school staff orientation to pupil records, and from the local record manual.

A. Definition of a Pupil Record

1. Salient points include its existence for each pupil; multi-record composition, with maintenance at various locations in the school; use by professional members of the school staff; value as an essential resource in identification of the pupil in terms of the factors which affect his education and in reaching decisions concerning his educational program, progress and planning.

B. Records Comprising the Pupil Record

1. In listing types of pupil records, an oral or written description of each will help, and, in some cases, paraphrases of titles, e.g., otological report, pupil cumulative record. Especially with parents should sample copies of records be available for study and response to questions. Chapter VI of this manual will be of assistance.

C. General Purposes and Uses of Records

1. The information presented in Chapter III of this manual can serve for presentation as long as it is supplemented by local purposes and uses of records.

2. If the parent or pupil wishes more information as to the uses of the pupil record by the administrators, faculty and specialized school personnel, representatives of these groups may make formal presentations or discuss the matter with individual inquirers.

D. Assistance Provided By the Pupil Record

1. Emphasis should be placed upon the assistance provided through interpretation of the pupil record by school staff members to pupils and parents in identifying and understanding the pupil as an individual, in developing pupil self-insight, in indicating pupil scholastic status, progress, strengths and weaknesses, in revealing pupil growth and development toward personal, physical, intellectual and social maturity over the years of his school career, and in planning the pupil's future.

E. Content of the Pupil Record

1. The best approach is in terms of areas of the pupil record and informational items appearing under each area. Chapter V of this manual or the equivalent chapter in the local manual should be used.

F. Rights of Parents and Pupils with Respect to Records

1. Chapter II of this manual presents the legal and regulatory bases for pupil records and their uses in the public schools of the State and the constitutional and statutory rights of individuals in relation to pupil record content and uses.

G. Record Responsibilities of Parents and Pupils

1. Parents and pupils should accept and fulfil their continuous roles as the school's chief sources of information in an understanding of the pupil as an individual with unique and developing educational needs.

2. The parent should supply the basic personal data and vital statistics needed with respect to their child, with supporting documentary evidence where required, and apprise the school of any subsequent changes therein. The pupil has a like responsibility to supply information concerning changes and new experiences which have a bearing upon his educational life.

3. The parent should understand that certain family and home background information reflect factors that affect the pupil's educational progress and are therefore of value to the school in assisting the pupil and form a necessary part of the record.

4. The parent should provide information useful to the school in adapting its program to the physical condition of the child.

5. If the parent or guardian wishes certain pupil record information to be released to a third party, such as a college, employer or outside agency, written

instructions to this effect should be conveyed to the school. The school may develop a form indicating types of information, e.g., academic record, to be transmitted and its destination for parental signature to expedite such matters.

6. If the pupil is made responsible for recording information in certain parts of the record, the pupil should fulfil this obligation conscientiously, after appropriate instruction in recording procedures.

H. Reports to and from Specialized Personnel and Agencies

1. Parent and community orientation, like faculty in-service education in the pupil record, must include information with respect to reports to and from specialized personnel and agencies. The frame of reference here as elsewhere must be the recognition of certain constitutional and statutory rights of individuals and regulatory and legal bases with respect to pupil records and their use in the public schools of New York State. Consideration should also be given to the policies approved by the Board of Education covering these reports to promote smooth, harmonious and professional communication.

2. Pupil personnel service staff members should always be present for interpretation of their reports to parents as should teachers who maintain records unique to their area of instruction. Parents will find most helpful the summary and recommendations of these reports and of their writers, for they suggest a program of action for the pupil which they may wish to consider.

3. To supplement the school's own services, the school staff may find it desirable to request that parents refer the child for assistance and recommendations for action to child welfare or family case work organizations, other educational institutions, and other appropriate out-of-school services. These outside agencies may not only supply information in the form of a report, but, along with employers, may in turn seek pupil data from the school. The parent and community should understand in terms of such relationships:

(a) The school referral procedure, including initial and final referral forms and clearance, the approval needed for information to be transmitted, and the receipt, disposition and use of incoming data and reports, with indication of parental involvement, since outside referrals depend upon parental approval.

(b) The school's working arrangements with outside agencies, including type and use of reports supplied to the school. For example, an agreement with an agency may have such stipulations as (1) provision to the school or particular school personnel of only selected information, such as a summary and recommendations, or (2) interpretation only by specific school or agency personnel after the parent has read the report submitted by the agency.

(c) The school's procedures in regard to requests for information from representatives of law enforcement agencies, since aside from court orders, law enforcement officers are usually directed by the school to those in parental relationship to the child.

(d) The school's procedures in regard to requests for information from higher educational institutions and employers about pupils who are candidates for admission or employment, including forms utilized and parental involvement. In the case of the employer, the normal procedure is to secure written permission

from the parent to transmit information; if a college application blank is given to the school by the parent for processing, such an act should be tantamount to parental permission for release of the required data. The parent is entitled to know the information transmitted to the higher educational institution or employer and is expected to appreciate the necessity for frankness and realism with respect to the need of the college and employer for an objective indication of pupil characteristics.

As has been indicated throughout the manual, this presentation of explanations and illustrations is based upon the legal context relating to the maintenance and use of pupil records. Throughout the process of knowing the pupil and assisting him in his educational experiences and planning, a continuing climate of mutual understanding and trust is needed. The school, pupil, parent and out-of-school groups must all be well aware of their opportunities and obligations in the sharing and use of pupil record information for the benefit of the pupil.

Suggested Readings on Pupil Records

(The content of the following readings must always be utilized in terms of the legal and regulatory bases for pupil records and their use in the public schools of New York State as described in the manual proper.)

Periodicals

Angers, W.P. The Dangers of Evaluative Labeling. Ed. Digest 24: 44-6, Ja '59.

The article gives three examples of how "false" labeling affected the lives of youngsters and pleads for full understanding and consideration of the whole problem before evaluating.

Bailard, V. Should Parents See the Cumulative Record? or, Some Answers to Questions Parents Ask-Us. J. Sec. Ed. 36: 291-6, My '61.

The article discusses various methods of giving I.Q.'s to parents and a series of questions most frequently asked by parents regarding their child's school work for further education.

Barbe, W. Preparation of Case Study Reports. Ed. 79: 570-4, My '59.

A step by step analysis of how to prepare a case study is presented.

Beck, J.M. Transfer of Children's Cumulative Guidance Records. California Journal of El Ed. 22: 227, M '54.

Procedures were established in Santa Barbara County, California to encourage transfer of pupil records.

Brewster, R. E. The Cumulative Record. Sch. Life 42: 16-17, S '59.

The article gives a concise and succinct statement on cumulative records - what they do, for whose benefit, specific items covered.

A Briefing for Parents: Your Child's Intelligence. National Education Association of the United States, Washington, D.C. No date.

Arguments for and against reporting the I.Q. are presented.

Burns, H.W. Now, About That Anecdote. Social Education. 16: 321-2, N '52.

The article discusses anecdotal entries in cumulative records and suggests making accurate, descriptive notations revealing what children say or do in a specific situation or environment. The author feels "occasional recording of facts on a few selected students" to be best and advises the recorder to "describe the pupil, not your reaction."

Camden, B. For a Better Understanding of Entering Students. School Review. 61: 39-42, Ja '53.

The article discusses use of cumulative record, teacher interview, the check list, and achievement test results to improve student adjustment as pupils move from elementary to high school.

Checklist on Parent-Teacher Conferences. Wis. J. Ed. 90: 22, Mr '58.

The article includes items to be checked under four general headings contributing to successful parent conferences: (1) Launching a Program of Parent-Teacher Conferences; (2) Scheduling the Parent-Teacher Conference; (3) Conducting the Conference; (4) Evaluating the Conference.

Cheney, T. Streamlining Counseling Information. Occupations 30: 509-11, Ap '52.

A summary of a survey (53 student questionnaires, 50 record forms, counselors from 37 states) shows typical counseling data, availability of data, recording of data, sources of data and methods of organizing and presenting data. Results of survey were used to revise the cumulative record folder for Montana.

Chiverton, W. Children in the Elementary School Look to the Principal for Guidance. Education 73; 8, A '53.

The author discusses ways the administrator may assist teachers in counseling with parents, diagnosing behavior problems, and developing cumulative records.

Cripe, H.E. Guiding Principles for a Good School Record. Clearing House 31: 41, S '56.

Eighteen reasons for having a record system are cited.

Durost, W. N. The Characteristics, Use and Computation of Stanines. Tests Department, Harcourt, Brace and World, Inc. Tarrytown. 1961.

Methods for computing and interpreting stanines are presented.

Durost, W. N. How to Tell Parents About Standardized Test Results. Harcourt, Brace and World, Inc. Tarrytown. No date.

Procedures for explaining test results to parents are outlined.

Dyer, H.S. A Psychometrician Views Human Ability. Teachers College Record 61: 394-403, Apr '60.

The article discusses the unreliability of measures of ability and the uncertainties involved in using them for prediction purposes.

Ebel, R. L. Eight Critical Questions About the Use of Tests. Education 81: 67-8, Oct '60.

Six experts answer eight questions, including under what conditions test scores should be reported to students and parents. All seemed to frown upon giving exact I.Q. score with or without professional interpretation.

Ebel, R. L. How to Explain Standardized Test Scores to Your Parents. School Management 5: 61-4, Mr '61.

Assistance is offered to the school in explaining standardized test scores to parents.

Gabrieline, Sister M. Techniques in Interviewing Parents. Catholic School Journal 55: 113-14, A '55.

This article discusses preparation for, conduct, and careful recording of parent interviews. Little reference is made to records as such.

Harris, F. E. School Records and Reports. The National Elementary Principal. 33: 7-9, M '54.

What records shall be kept, what records should not be kept, what principles should be followed in the development and management of a system of records, and who should do the work of record keeping are covered in this article.

Himmelmann, L. Behavior Profile. Clearing House 33: 246, D '58.

The article discusses the behavior profile, which can be used with students and parents and made part of the permanent part of the record. Seven areas of behavior with appropriate rating scales are listed.

Hoyt, K. B. How Well Can Classroom Teachers Know Their Pupils. The School Review 63: 228-35, Ap '55.

The introduction discusses devices for studying students generally and then describes design and interpretative uses of the pupil-data blank.

Hughes, V. H. Parent-Teacher Conferences are Important. Grade Teacher 72: 91, M '55.

The author suggests nine principles for successful parent-teacher conferences.

Korey, R. A. Teachers Say: Why Keep Records. Grade Teacher 72: 60+, Ja '55.

The article indicates the data usually available to teachers from the records and discusses how different items may be useful to teachers in understanding and helping pupils.

Lapham, M. Evaluating, Recording and Reporting Pupil Growth and Development. Nat. Assn. Women Deans and Counselors J. 20: 34-7, O '56.

A theoretical presentation of various areas of work and behavior to include in the record system is made.

Lindley, C. J. Are Your Records Sagging? Occupations 30: 252-4, Ja '52.

Although this article is aimed at VA counselors, it discusses need to: (1) avoid repetitive data; (2) record factual information accurately; (3) record pertinent data; (4) make counselor interpretations.

Mathews, B. The Classroom Teacher and Guidance. Nat. Assn. Sec. Sch. Prin. B. 34: 124-34, M '50.

This article is a summary of a study, including letters to 48 State Superintendents of Schools, concerning the classroom teacher and guidance. Part of the summary is concerned with techniques for "getting acquainted" with pupils, gathering and reporting information about pupils, and detecting pupil problems.

Moseley, E. Let's Turn to the Cumulative Record. Bsns. Ed. Forum 12: 9-12, Ja '58.

The article describes the role of the teacher and the guidance counselor in the guidance program. In appraising the problems of students, the first step is to consult the student's record. A description of the modern type of cumulative record is given.

O'Neill, J. H. The Cumulative Record as a Guidance Service. The Catholic School Journal 54: 317-19, D '54.

This article describes form and content of cumulative records, their purposes, and uses.

On Telling Parents About Test Results. The Psychological Corporation. New York: 1959.

Helpful ways to explain test results to parents are described.

Paul, H. A. Counseling and Student Use of High-School Record. Cath. Ed. R. 59: 376-81, S '61.

The article describes a typical interview with use of record information.

Platte, W. An Aid to Dynamic Guidance. California Teachers Ass'n. Journal 47: 11-12, O '51.

The author cites difficulties revealed in a records survey as (1) inadequacy, the difficulty in maintaining each student's record complete at a given time; (2) locating all records in a central filing area, accessible yet private to unauthorized personnel; (3) information not being available in printed form and (4) abbreviated information not giving satisfactory aid. Discussion of case conference method is included.

Roeber, E.C. Cumulative Records: Plan Lifts Burden From Teachers. Clearing House 24: 534-5, May '50.

Dr. Roeber suggests that twice a year pupils fill out an "Achievement and Activities Inventory" as a means of releasing school personnel from clerical duties, keeping information up to date, and enabling students to have opportunity to observe their own progress.

Rothney, J.W.M. Techniques in Studying Individuals. The High School Journal 33: 216-19, D '50.

A brief discussion is given of the study of the individual with respect to: (1) assessment of skills; (2) the description of his usual behavior and significant variations from it; (3) other areas such as health, home conditions, and out-of-school experiences.

Runk, S. Permanent Annual Records for Vo-Ag Departments. The Agricultural Education Magazine 25: 250, M '53.

The article describes items in the Vocational Agricultural student record and makes suggestions for such record keeping.

Siggalkow, R. A. Cumulative Records Will Aid Student Guidance. Wis. J. Ed. 90: 709, My '58.

Reasons why teachers do not keep records, are discussed.

Smither, F. and Heffernan, H. Do Parents Want Report Cards. California Journal of Ed. Ed. 31: 32-40, F '53.

The article presents the point of view that regularly scheduled conferences between teachers and parents to discuss pupil progress can prove mutually beneficial.

Spraggs, P. F. Do You Know How You Can Cooperate in the Guidance Program. The Agricultural Education Magazine 26: 69, S '53.

The article points out that all teachers in the secondary school should work together in securing, interpreting, analyzing and utilizing information to help pupils. It discusses ways the Vocational Agricultural teacher may help contribute.

Strang, R. 7 Ways to Improve the Rating Process. Occupations 29: 107-10, N '50.

Seven ways of improving rating scales as methods of appraisal are discussed.

Tests and Records. The Instructor 61: 107, S '51.

The article gives descriptions of a minimal testing program in the elementary school, methods to set up custom-made record and reporting system.

Tonn, M. Teachers, Know Your Students. Am. Child L. 43: 32-3, D '57.

The article is geared to the elementary child, with about half of the article devoted to the use of the sociogram.

Wellman, F. E. The Importance of Records in the Guidance Program of a Small Secondary School. H. Sch. J. 40: 279-85, My '57.

A description of what should be included in the record and the uses to which it is put is given.

Welshans, F. G. Records to Keep and to Use. The National Elementary Principal 33: 10-11, M '54.

The needs for in-service training, study schedule, and evaluation as techniques toward efficient record keeping and reporting are outlined.

Willett, H. I. Interpreting Test Results. NEA Journal 48: 25, Nov '59.

A very brief article describes four ways in which the school may interpret its testing program to parents and the community.

Williams, H. M. Cumulative Record System Developed Through Cooperative Group Work. The Nations Schools 30: 76-9, O '52.

The article describes principles and procedures followed in developing a new cumulative record, planning the changeover, interpreting the new system, providing a record handbook, orientation for new teachers and in-service education for others.

Books

Allen, Wendell C. Cumulative Pupil Records. Bureau of Publications, Teachers College, Columbia University. New York. 1943.

Chapter III (methods and procedures for staff study of its pupil records)

Andrew, Dean C. and Willey, Roy D. Administration and Organization of the Guidance Program. Harper and Brothers. New York. 1958.

Chapter 8 (administration of the individual inventory service)

Arbuckle, Dugald S. Guidance and Counseling in the Classroom. Allyn and Bacon, Inc. Boston. 1957.

Chapter 6 (school records as a subsection of measurement and testing)

Barr, John A. The Elementary Teacher and Guidance. Henry Holt and Company. New York. 1958.

Chapters 14, 15 (assembling, recording, and using information on children)

Byram, Harold M. Guidance in Agricultural Education. The Interstate. Danville, Ill. 1959.

Chapter 2 (understanding students)

Chisholm, Leslie L. Guiding Youth in the Secondary School. American Book Company. New York. 1950.

Chapter 11 (records in guidance)

Crow, Lester D. and Crow, Alice. An Introduction to Guidance Principles and Practices. American Book Company. New York. 1951.

Chapter 9 (the guidance folder)

Guidance in the Curriculum. National Education Association. Washington, D.C. 1955.

Chapter 8 (the cumulative record as a tool)

Handbook of Cumulative Records. A Report of the National Committee on Cumulative Records. Bulletin 1944. No. 5. U.S. Government Printing Office, Washington, D.C. 1945.

Krugman, Judith I. and Wrightstone, J. Wayne. A Guide to the Use of Anecdotal Records (revised). Bureau of Educational Research, Board of Education, New York City. 1955.

Leonard, Edith M., Van Deman, Dorothy D. and Miles, Lillian E. Counseling with Parents in Early Childhood Education. The MacMillan Company. New York. 1955.

Chapter V (teacher's role in the individual parent conference)

Chapter VIII (viewing the child's progress through written communications and evaluation conferences)

Millard, Cecil J. and Rothney, John W.M. The Elementary School Child-A Book of Cases. The Dryden Press. New York. 1957.

Chapter 2 (organization of the case history)

Mortensen, Donald G. and Schmuller, Allen M. Guidance in Today's Schools. John Wiley and Sons, Inc. New York. 1959.

Chapters 6, 7 (techniques for understanding the individual)

Moustakas, Clark E. and Berson, Minnie P. The Young Child in School. Whiteside, Inc. and Morrow and Company, Inc. New York. 1956.

Chapter VII (parent-teacher interaction)

Myers, George. Principles and Techniques of Vocational Guidance. McGraw Hill Book Company. New York. 1941.

Chapter XII (the personal data collecting service: personality characteristics, social environment, achievements, plans)

Nicholds, Elizabeth. A Primer of Social Casework. Columbia University Press. New York. 1960.

Chapter IX (how to make an effective referral)

Ohlsen, Merle M. Guidance An Introduction. Harcourt Brace and Company. New York. 1955.

Chapter 5 (child study without tests)

Chapter 10 (organizing records and test data)

Peters, Herman J. and Farwell, Gail. Guidance A Developmental Approach. Rand McNally and Company. Chicago. 1959.

Chapter 5 (teacher-centered instruments for guidance work; interpretive and housing instruments)

Chapter 6 (teacher-centered instruments for guidance work: information-gathering and synthesis)

Chapter 7 (pupil-centered instruments for guidance work: non-testing)

Chapter 8 (pupil-centered instruments for guidance work: testing and interpretive procedures)

Prescott, Daniel A. The Child in the Educative Process. McGraw Hill Book Company, Inc. New York. 1957.

Chapter 6 (obtaining information)

Chapter 7 (organizing information)

Recktenwald, Lester N. Guidance and Counseling. The Catholic University of America Press. Washington, D.C. 1953.

Chapter III (background information)

Appendix C (record and report forms)

Roeber, Edward G., Smith, Glenn E. and Erickson, Clifford E. Organization and Administration of Guidance Services. McGraw Hill Book Company, Inc. New York. 1955.

Chapter 7 (organizing the individual inventory service)

Ross, C. C., and Stanley, Julian C. Measurement in Today's Schools. Prentice Hall, Inc. Englewood Cliffs, N. J. 1954.

Chapter 8 (steps in the testing program)

Chapter 9 (graphical representation of educational data)

Rothney, John W. M., Danielson, Paul J., Heimann, Robert A. Measurement for Guidance. Harper and Brothers. New York. 1959.

Chapter VI (recording and reporting test scores)

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